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ABSTRACT

This learning package is designed for use in conjunction with inservice training for law enforcement personnel in California as well as for use in law enforcement academies and community college administration of justice classes in police community relations. It consists of a manual on cultural awareness and a companion workbook. Based in part on the categories outlined by the California Commission on Peace Officer Standards and Training, the learning package reflects the broader area of cultural awareness by including more information from cultural anthropology and sociology. The manual contains the objectives and basic information to be covered. Topics include the following: introduction to cultural awareness; legal basis for cultural training; elements of culture; intercultural dynamics; conflict perspective; structural functionalism; interactionist perspective; gender (dynamics); sexual harassment policy; customs; art; music; food; ceremonies and rituals; family and kinship; marriage; religion; dress or appearance; values; bias; language; attitudes toward law enforcement; immigrant (terms); cultural change; immigrant and racial groups; cultural perception; hate crimes; communication skills; and social stratification. The workbook is designed around the use of Gestalt psychology and behavioral psychology with cued exercises and opportunities to use the manual to revise responses. (YLB)

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CULTURAL AWARENESS TRAINING

MANUAL AND STUDY GUIDE

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ABSTRACT

This learning package consisting of a Manual on Cultural Awareness and a Workbook to accompany the manual is designed to be used in conjunction with in-service training for law enforcement personnel in California; as well as for use in Law Enforcement Academies and community college Administration of Justice classes in Police Community Relations. The Learning Package is based in part upon the categories outlined by the California Commission on Peace Officer Standards and Training (POST) which listed the essential topics to be covered. The scope has been enlarged to reflect the broader area of cultural awareness by including more information from cultural anthropology and sociology. This particular version of the Package was designed to be employed by the Cotati Police department for in-service training of police personnel.

The Package could be modified to serve as a vehicle for training within any law enforcement agency in California by deleting information which was specific to Cotati and substituting local and agency demographic data, e.g., ethnic and racial composition of the community served. Local agency policies regarding hate crimes, sexual harassment, hiring, and officer complaints could be substituted, with the information from Cotati deleted. Use of the Package outside of California would require the above revisions plus a careful review and inclusion of the relevant sections of local state laws regarding discrimination, harassment, and hate crimes.

The Package uses objectives and is divided into two components. The Manual contains the basic information to be covered, i.e., the text of the training to read by the individual officers. The workbook is designed around the use of Gestalt Psychology and Beh. Psychology with cued exercises and opportunities to use the manual to revise the responses. The Package is not a stand alone course on cultural awareness...it is one element and should be employed with films, videos, discussion and speakers or cultural mentors who can share information with law enforcement personnel in a fashion which will help to create cultural bridges to understanding while reducing cross cultural conflict.

The package can be duplicated by ERIC through microfiche only; if the package is used for in-service training purposes a written release must be obtained from the author prior to its duplication and use. The author holds a Doctorate in Higher Education, and a Master's and Bachelor's degree in Anthropology and currently teaches in anthropology, sociology, and criminology. He has been employed as a full-time academic at the College and University level since 1967.

In addition, he has been a reserve police officer since 1979 and currently holds the rank of reserve detective with the City of Cotati. In the latter position the author has

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responded to homicides, suicides, fatal accidents, assaults, family disturbances, drug related offenses, and the usual gamut of cross cultural police experiences. Some of the other tasks have revolved around background investigations of prospective law enforcement personnel, and traffic surveys to set speed limits for radar enforcement.

The author can be contacted at the following address,i.e., if additional information is desired.

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CULTURAL AWARENESS TRAINING
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Part ONE:
BACKGROUND (WHY TRAIN?)

1. One of the challenges facing police agencies in contemporary society is the degree of diversity which is present in most communities today. California has experienced a wave of demographic change over the decade of the eighties, it is expected to continue into and beyond the nineties. In order to better serve the community at large and to make Police departments more responsive in a cross cultural habitat, POST has suggested that training in Cross Cultural Awareness is of importance for all police personnel.

a. POST has identified five important principles for training in this area.

(1). The attitudes of valuing diversity and treating all persons with respect need to be the attitudes of all personnel in law enforcement.

(2). Before law enforcement employees can be asked to value diversity in the community, the diversity they represent organizationally must be valued by the organization itself. Therefore, managing diversity in the law enforcement workplace is given high priority.

(3). Projections by the California Department of Finance and the U.S. Census Bureau are clear that changing demographics is the one certain fact about our future. Therefore one person within each agency or on behalf of a consortium of smaller agencies needs to be appointed as the Cultural Awareness Facilitator for the agency or the consortium.

(4). Each law enforcement agency needs to "profile" or inventory the demographics of its jurisdiction. Care must be taken not to assume the composition of any community. Immigration patterns are shifting rapidly in some areas of the State, therefore, "Community Profiling" needs to be done with care.

(5). Training partnerships with immigrant and racial groups are considered essential to the agency training program. A community member should be selected to perform

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the role of Community Training Mentor on behalf of their culture.

b. The United States Department of Justice and the Federal Bureau of Investigation in the publication "Use of Unauthorized Force by Law Enforcement Personnel: Problems and Solutions," October, 1991 contend that the following three skills are essential for law enforcement personnel.

(1). HUMAN RELATIONSHIP SKILLS. In their day to day work, officers essentially deal with people. Therefore, the greater they understand human behavior, the more effectively they can deal with conduct. Agencies tend to focus their attention on providing this training to entry level officers. However, the need may be as great or greater for veteran officers. Over a period of time, the rigors of the job affect some officers, and they lose a healthy perspective about why people behave as they do.

(2). CULTURAL DIVERSITY/CROSS CULTURAL AWARENESS. Officers must continue to be keenly aware of the cultural differences in the communities they serve and how such diversity can affect how individuals may react to police intervention in their daily lives. The ethnic diversity of communities changes over time, and officers must keep abreast of those changes.

(3). DISCRIMINATION/BIAS SENSITIVITY. Officers should understand the dynamics of discrimination and bias and be willing to eliminate behavior which might be classified as biased no matter how slight from official actions. Helping officers become sensitive and objective deals with only a part of the issue. Officers also need to develop and maintain skills that help them see the world and the people they contact in a non-discriminatory, unbiased manner. They can accomplish this through ongoing advanced officer training.

INTRODUCTION TO CULTURAL AWARENESS

1.1 The student will understand the definition of key terms and the legal basis for cultural awareness training.

1.1.1 The student will identify the definition of key cultural awareness terms.

A. CULTURE :

When anthropologists use the term culture, they are interested in conveying the image that human populations create knowledge or information banks and items which are employed and then passed on from generation to generation. Culture serves as the primary vehicle for human adaptation and survival. Anthropologists have identified approximately

4,000 cultures known to history and ethnography. There are probably more, but the task of dividing and interpretating both the present and the past has made such a tabulation exceedingly complex. When one adds in the major divisions of language, additional subdivisions could be added. At this point in history, no one has made an accurate estimate of the total number of smaller units within cultures both past and present which are termed SUBCULTURES.

Culture consists of two basic components: Material Culture and Non-material Culture.

B. MATERIAL CULTURE: Objects, e.g., things which can be seen... or felt, they are part of the physical world. Examples: books, cars, houses, clothing, tools, furniture, art, musical instruments...anything that is both tangible and which has been created or used by humans.

C. NON-MATERIAL CULTURE: Ideas, and information which tend to serve as the basis for all material culture. They include the existential questions of the... Who? What? Why? ... of creation and death, success and failure plus the answers to these questions. Non-material implies that ideas, language, and much of the arts, mathematics, world view, values, and social organization of culture exists in the non-material world, i.e., they cannot be touched except in their actual expression as material culture. Perceptions of right and wrong, world view, prejudices, and patterns of interaction are part of the non-material aspect of culture.

OUR ATTITUDES TOWARDS OTHER CULTURES, AND OTHER WAYS OF LIFE ARE PART OF NON-MATERIAL CULTURE.

D. CULTURAL VALIDITY: Anthropologists argue that all cultures are equally valid, no one culture is superior to another.

E. CULTURAL AWARENESS: The ability to become aware that cultures are distinct and are the products of a variety of circumstances and that behavior varies from culture to culture.

F. CULTURAL LITERACY: The degree of knowledge which a person has about a specific culture or cultures.

G. CULTURAL DIVERSITY: The degree of variation which exists within specific cultures and between cultural groups. The range of cultures that exist within an area or community. When the cultural group is large, we tend to call it a subculture. California has many different subcultures.

H. ETHNOCENTRICITY: The feeling that one culture is better than another. Ethnocentric viewpoints are common to

members of most cultural groups. However, anthropologists and sociologists believe that no one culture is better than any other culture.

I. ETHNIC GROUP: A collection or group of people who share a common set of cultural traditions, values, and beliefs and who identify as a specific or seperate cultural group.

J. RACISM: A belief in racial superiority that leads to discrimination towards groups that are defined as being inferior.

K. GENOCIDE: The intentional destruction of a culture and its lifeways; it can be a physical act of elimination of a people or it can also encompass the forced elimination of non-material and material culture associated with a people.

L. ORGANIZATIONAL SUBCULTURE: Most organizations including police agencies have a subculture which consists of a body of information, ideas, and perceptions plus material culture. Police have their own language, customs, traditions, norms of behavior, clothing, and world view. They are influenced by the larger culture, but the subculture of the police has a tremendous impact upon the behavior that is exhibited by members of this group.

1.1.2 The student will identify the legal basis for cultural awareness training.

A. U.S. Constitution

Numerous Federal court decisions can be cited where citizens are given protection relative to Civil Rights cases based upon protection for minority group status. These cases are tied to an interpretation of Constitutional Rights.

a. Federal Laws

Example:

CONSPIRACY AGAINST THE RIGHTS OF CITIZENS
18 U.S.C., CH. 13, S 241

If two or more persons conspire to injure, oppress, threaten, or intimidate any citizen in the free exercise or enjoyment of any right or privilege secured to him by the Constitution or laws of the United States, or because of his having so exercised the same; or

If two or more persons go in disguise on the highway, or on the premises of another, with intent to prevent or

hinder his free exercise or enjoyment of any right or privilege so secured-

They shall be fined not more than $10,000 or imprisoned not more than ten years, or both; and if death results, they shall be subject to imprisonment for any term of years or for life.

Example:

DEPRIVATION OF RIGHTS UNDER COLOR OF LAW
18 U.S.C., CH. 13, S 242

Whoever, under color of any law, statue, ordinance, regulation, or custom, willfully subjects any inhabitant of any State, territory, district, to the deprivation of any rights, privileges, or immunities secured or protected by the Constitution or laws of the United States, or to different punishments, pains, or penalties, on account of such inhabitant being an alien, or by reason of his color, or race, than are prescribed for the punishment of citizens, shall be fined not more than $1,000 or imprisoned not more than one year, or both; and if death results shall be subject to imprisonment for any term of years or for life.

Public Law 101-275 1990

"To provide for the acquisition and publication of data about crimes that manifest prejudice based on certain group characteristics"

The Attorney General of the United States has delegated the Federal Bureau of Investigation as the agency that will compile the national data relating to crimes of bias or hate crimes.

18 U.S.C. 247 1988

Federal Religious Vandalism Act; a federal crime to intentionally deface or destroy any religious real property because of the religious character of that property (where the loss exceeds $10,000). Punishes anyone who intentionally obstructs, by force or threat of force, any person in the enjoyment of that person's free exercise of religious beliefs.

B. California Constitution

C. California Laws

Example:

1. CALIFORNIA CIVIL CODE SECTION 51.7
RALPH ACT; FREEDOM FROM INTIMIDATION OR VIOLENCE

(a) All persons within the jurisdiction of this state have the right to be free from any violence, or intimidation by threat of violence, committed against their person or property because of their race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age, disability, or position in a labor dispute. The identification in this subdivision of particular of bases of discrimination is illustrative rather than restrictive.

(b). As used in this section, "sexual orientation means heterosexuality, homosexuality, or bisexuality

Example:

2. BANES CIVIL RIGHTS ACT
CALIFORNIA PENAL CODE 422.6-422.9

No person, whether acting under color of law or not, may, by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured by the federal or state Constitution because of the other person's race, color, religion, ancestry, national origin, or sexual orientation.

Example:

3. Section 13023 of the Penal Code requires local law enforcement agencies to report bias crimes and bias incidents to the Department of Justice. Bias crimes are defined as "any criminal acts or attempted criminal acts to cause physical injury, emotional suffering or property damage where there is reasonable cause to believe that the crime was motivated, in whole or in part, by the victim's race, ethnicity, religion, sexual orientation or physical or mental disability."

Example:

4. SB 2680
POST was assigned the task to develop guidelines for law enforcement officers on racial and cultural diversity among residents of this state.

D. City Ordinances

Example:

City Ordinance 2.32.090 Discrimination prohibited

No person in the competitive service, or seeking admission thereto, shall be employed, promoted, demoted or discharged , or in any way favored or discriminated against because of political opinions or affiliations, race, color, ancestry, national origin, religious creed, sex, or because of the exercise of his rights under Section 3502 of the government Code.

E. Agency / Policy Statement Regarding Cultural Awareness

The local department has a policy of obeying and/or (enforcing) the laws of the United States, State of California, and the ordinances of the City in all areas including those laws which relate to Bias Crimes, Discrimination or Harassment. This includes the workplace as well as the community at large.

Bias Crime Reporting:

a. Officers are required to report crimes that are Bias motivated. Crime report form CPD 89-005 will be used for said crimes. When reporting a bias crime, the "bias" label will be written on top of Box 7 of the form.

b. Bias Crime Prosecution: The District Attorney's Office in Sonoma County has a specialist in Bias crimes. (1992: Contact Mr. Mike Mullins).

c. The department has a written policy on sexual harassment.

1.2 The student will understand the need to treat all people with dignity and respect.

1.2.1 The student will identify the importance of treating all people with dignity and respect.

A. "The Golden Rule" (Treat people as you would want to be treated).

B. Law Enforcement Code of Ethics:
(Source:International Association of Chiefs of Police)

AS A LAW ENFORCEMENT OFFICER, MY FUNDAMENTAL DUTY IS TO SERVE THE COMMUNITY; TO SAFEGUARD LIVES AND PROPERTY; TO PROTECT THE INNOCENT AGAINST DECEPTION, THE WEAK AGAINST OPPRESSION OR INTIMIDATION AND THE PEACEFUL AGAINST VIOLENCE OR DISORDER; AND TO RESPECT THE CONSTITUTIONAL RIGHTS OF ALL TO LIBERTY, EQUALITY AND JUSTICE.

I WILL KEEP MY PRIVATE LIFE UNSULLIED AS AN EXAMPLE TO ALL AND WILL BEHAVE IN A MANNER THAT DOES NOT BRING DISCREDIT TO ME OR TO MY AGENCY. I WILL MAINTAIN COURAGEOUS CALM IN THE FACE OF DANGER, SCORN OR RIDICULE; DEVELOP SELF-RESTRAINT; AND BE CONSTANTLY MINDFUL OF THE WELFARE OF OTHERS. HONEST IN THOUGHT AND DEED BOTH IN MY PERSONAL AND

OFFICIAL LIFE, I WILL BE EXEMPLARY IN OBEYING THE LAW AND THE REGULATIONS OF MY DEPARTMENT. WHATEVER I SEE OR HEAR OF A CONFIDENTIAL NATURE OR THAT IS CONFIDED TO ME IN MY OFFICIAL CAPACITY WILL BE KEPT EVER SECRET UNLESS REVELATION IS NECESSARY IN THE PERFORMANCE OF MY DUTY.

I WILL NEVER ACT OFFICIOUSLY OR PERMIT PERSONAL FEELINGS, PREJUDICES, POLITICAL BELIEFS, ASPIRATIONS, ANIMOSITIES OR FRIENDSHIPS TO INFLUENCE MY DECISIONS, WITH NO COMPROMISE FOR CRIME AND WITH RELENTLESS PROSECUTION OF CRIMINALS, I WILL ENFORCE THE LAW COURTEOUSLY AND APPROPRIATELY WITHOUT FEAR OR FAVOR, MALICE OR ILL WILL, NEVER EMPLOYING UNNECESSARY FORCE OR VIOLENCE AND NEVER ACCEPTING GRATUITIES.

I RECOGNIZE THE BADGE OF MY OFFICE AS A SYMBOL OF PUBLIC FAITH, AND I ACCEPT IT AS A PUBLIC TRUST TO BE HELD SO LONG AS I AM TRUE TO THE ETHICS OF POLICE SERVICE. I WILL NEVER ENGAGE IN ACTS OF CORRUPTION OR BRIBERY, NOR WILL I CONDONE SUCH ACTS BY OTHER POLICE OFFICERS. I WILL COOPERATE WITH ALL LEGALLY AUTHORIZED AGENCIES AND THEIR REPRESENTATIVES IN THE PURSUIT OF JUSTICE.

I KNOW THAT I ALONE AM RESPONSIBLE FOR MY OWN STANDARD OF PROFESSIONAL PERFORMANCE AND WILL TAKE EVERY REASONABLE OPPORTUNITY TO ENHANCE AND IMPROVE MY LEVEL OF KNOWLEDGE AND COMPETENCE.

I WILL CONSTANTLY STRIVE TO ACHIEVE THESE OBJECTIVES AND IDEALS, DEDICATING MYSELF BEFORE GOD TO MY CHOSEN PROFESSION ... LAW ENFORCEMENT.

(2). Police Code of Conduct
(Source: International Association of Chiefs of Police)

All law enforcement officers must be fully aware of the ethical responsibilities of their position and must strive constantly to live up to the highest possible standards of professional policing.

The International Association of Chiefs of Police believes it is important that police officers have clear advice and counsel available to assist them in performing their duties consistent with these standards, and has adopted the following ethical mandates as guidelines to meet these ends.

Primary responsibilities of a Police Officer:

A police officer acts as an official representative of government who is required and trusted to work within the law. The officer's powers and duties are conferred by statute. The fundamental duties of a police officer include serving the community, safeguarding lives and property, protecting the innocent, keeping the peace and ensuring the rights of all to liberty, equality and justice.

Performance of the Duties of a Police Officer:

A police officer shall perform all duties impartially, without favor or affection or ill will and without regard to status, sex, race, religion, political belief or aspiration. All citizens will be treated equally with courtesy, consideration and dignity. Officers will never allow personal feelings, animosities or friendships to influence offical conduct. Laws will be enforced appropriately and courteously and, in carrying out their responsiblities, officers will strive to obtain maximum cooperation from the public. They will conduct themselves in appearance and deportment in such a manner as to inspire confidence and respect for the position of public trust they hold.

Discretion:

A police officer will use responsibly the discretion vested in his position and exercise it within the law. The principle of reasonableness will guide the officer's determinations, and the officer will consider all surrounding circumstances in determining whether any legal action shall be taken. Consistant and wise use of discretion, based on professsional policing competence, will do much to preserve good relationships and retain the confidence of the public. there can be difficlty in choosing between conflicting courses of action. It is important to remember that a timely word of advice rather than arrest-- which may be correct in appropraite cirmcumstances-- can be a more effective means of achieving a desired end.

Use of Force:

A police officer will never employ unnecessary force or violence and will use only such force in the discharge of duty as is reasonable in all circumstances. The use of force should be used only with the greatest restraint and only after discussion, negotiation and persuasion have been found to be inappropriate or ineffective. While the use of force is occasionally unavoidable, every police officer will refrain from unnecessary infliction of pain or suffering and will never engage in cruel, degrading or inhuman treatment of any person.

Confidentiality:

Whatever a police officer sees, hears or learns of that is of a confidential nature will be kept secret unless the performance of duty or legal provision requires otherwise. Members of the public have a right to security and privacy, and information obtained about them must not be improperly divulged.

Integrity:

A police officer will not engage in acts of corruption or bribery, nor will an officer condone such acts by other police officers. The public demands that the integrity of police officers be above reproach. Police officers must, therefore, avoid any conduct that might compromise integrity and thus undercut the public confidence in a law enforcement agency. Officers will refuse to accept any gifts, presents, subscriptions, favors, gratuities or promises that could be interpreted as seeking to cause the officer to refrain from performing offical responsiblities honestly and within the law. Police officers must not receive private or special advantage from their offical status. Respect from the public cannot be bought; it can only be earned and cultivated.

Cooperation with other Police Officers and Agencies:

Police officers will cooperate with all legally authorized agencies and their representatives in the pursuit of justice. An officer or agency may be one among many organizations that may provide law enforcement services to a juridiction. It is imperative that a police officer assist colleagues fully and completely with respect and consideration at all times.

Personal-Professional Capabilities:

Police officers will be responsible for their own standard of professional performance and will take every reasonable opportunity to enhance and improve their level of knowledge and competence. Through study and experience, a police officer can acquire the high level of knowledge and competence that is essential for the efficient and effective performance of duty. The acquisition of knowledge is a never-ending proces of personal and professional development that should be pursued constantly.

Private Life:

Police officers will behave in a manner that does not bring discredit to their agencies or themselves. A police officer's character and conduct while off duty must always be exemplary, thus maintaining a position of respect in the community in which he or she lives and serves. The officer's personal behavior must be beyond reproach.

C. It is the Right Thing to Do.

D. It will be Safer and Easier in the long term for Officers to observe the above guidelines.

2.0 ELEMENTS OF CULTURES

2.1 The student will understand elements common to all cultures and the complexity of those elements.

2.1.1 The student will identify components of culture that will include:

A. OVERVIEW

Cultures change through a variety of ways, cultures go through periods of development and eventual change. The dominant cultural themes over the last two centuries in the United States have tended to reflect Western European ideas, expression, norms, law and tradition. This was based upon the historical fact that Western European culture has been the most powerful culture in North America in regards to its institutions.

The contacts between European settlers and Native American inhabitants were not peaceful or productive from the standpoint of the Indigenous population. The Indigenous population experienced death, genocide, discrimination and displacement; entire cultural groups were eliminated. The Afro-American experience of both slavery and discrimination produced an impact where millions died in the slave trade and where traditional cultures were disrupted and taken by force from people and groups.

In many regions of North America, Hispanics and those of French cultural descent were forced out, or when allowed to stay were reduced in power and influence through the application of force and discrimination. Asian populations and Pacific Islanders were first brought to the United States as "cheap" labor in the latter half of the 19th Century. Laws were passed by many states to limit their rights and they were subjected to massive exploitation. Large numbers of "Poor" immigrants from Germany, Ireland, Scotland, England, Norway, Sweden, and Denmark were encouraged to immigrate to North America to serve as "cheap" labor, and to open up the frontier in the first half of the 19th century. North America was looked upon as a safe dumping ground by some segments of European society who were interested in ridding Europe of excess workers. It is EQUALLY true that many immigrated to North America because of religious or ethnic persecution in their homelands, but more immigrated because of their dream of economic opportunities which were sometimes magnified by those interested in having relatives join them, or labor recruiters, or politicians interested in obtaining more people.

In the latter part of the 19th Century and the first two decades of the 20th century millions of "Poor" immigrants from Eastern and Central Europe, and Italy came into the country. Many of these individuals faced

discrimination from those who had arrived earlier and who had different cultural values, language, music, religions, and lifestyles. The "Melting Pot" approach has worked for those groups that were accepted into the mainstream, but not for others kept out of the mainstream through patterns of discrimination, and exclusion.

Laws were passed at the Federal Level in the early 20th Century to limit immigration of non-northern Europeans. The United States has a violent history of intercultural relations, one which is easily documented but which is generally excluded from history courses below the level of College or University. Race riots, lynchings, mob rule, hate crimes, and hate groups along with institutionalized patterns of discrimination are part of our history.

Patterns of immigration and demographic patterns in the second half of the 20th century and in particular the last decade of the eighties have been dramatically different in that non-Western populations have increased their numbers in our society through higher birth rates of pre-existing minority cultures and an influx of immigrants from Central and South America, plus immigration from South East Asia, South West Asia, Asia, Europe, and the Middle East.

While laws exist to protect the rights of individuals, the reality is that discrimination is still a fact of life in the day to day life cycle of many groups. Ironically, patterns of discrimination between minorities are also found in large numbers. The challenge to police personnel will be to negotiate the increasingly diverse cultural landscape and to learn the skills necessary for successful communication in order to serve and protect the community as a whole.

1. Prior influences:

Northern Europe and specifically England have been the most powerful influences upon the development of many aspects of culture which are regarded as mainstream. Today, the demography of California and the nation suggest that subcultures such as Afro-American, Hispanic, Asian, and new immigrants from many regions including Central and South America, Asia, Pacific Basin, Middle East, Eastern Europe, and other areas have played a major role in re-shaping California's culture. German Americans make up the largest ethnic group in modern America; they have not had the same degree of power and influence upon American institutions as the force of English culture.

At one point in history the movement of the larger society was towards the development of a monolithic culture ("MELTING POT"); today the move is towards ("PLURALISM") with a variety of cultural viewpoints. In the nineties, the subcultural groups which have been termed minorities are becoming what has been termed the "new majority" in California and the nation. This will cause additional changes in culture and patterns of interaction. Prior patterns of cultural discrimination have left a legacy of

mistrust in many subcultural communities. As the "new majority" gains power pressure will increase to ensure that all members of a community are served by the institution of government in an equal fashion. This has lead in part to the changes reflected in the rationale for this training including (SB 2680).

During periods of rapid cultural change, it is common to see situations where confusion over the appropriate cultural behavior can cause fear and higher levels of anxiety. Cultural differences can increase levels of tension between groups; cultural differences should not be viewed in a negative fashion. Most people believe that their own cultural perspective and traditions are the most appropriate. Police are sometimes faced with situations where someone wants a person arrested or an activity to stop or people to move away from an area merely because they are acting in a manner which is different, or they are a member of a cultural or racial group.

Police through their training are taught that being different does not automatically imply that criminal activity is taking place. The public at large has a very different view, one which is generally more inclined to violate the rights of individuals. Police personnel are going to spend more time in the future explaining to citizens from all types of cultural backgrounds that differences in cultural behavior are not criminal acts.

The State legislature has added the broad categories of race, gender, disability, ethnicity, sexual orientation, and religion as areas to be given protected status, i.e., discrimination and or criminal acts will not be tolerated if based upon one of these categories. Attitudes towards diversity, and the latter categories are learned within a cultural context. Powerful institutions, e.g., government and police, the courts, and education can have an influence in regards to re-shaping behavior where behavior is biased or discriminatory.

2. INTERCULTURAL DYNAMICS:

There are three primary views of social interaction, i.e, how people from the same or differing cultures relate to one another. These viewpoints are called PARADIGMS, they are used in sociology and anthropology as tools to discuss and explain human behavior within a specific social setting or situation.

a. CONFLICT PERSPECTIVE

Cultural and group interaction revolves around POWER, those in power attempt to shape a culture, social system, or interaction to suit their retention of power. All interactions from a Conflict perspective can be viewed as a struggle for power between those who have power and those who don't. Competition for scarce resources including power

shape interactions. It is in the vested interests of groups, cultures, and people to bestow power upon themselves to their own advantage. If the society has a cultural tradition of bias and discrimination, one need only examine who is being served by this pattern of institutionalized bias. Sociologists suggest that race, gender, religion, age, disability, sexual orientation, and social class as well as subcultures have been traditional flash points of conflict.

b: STRUCTURAL FUNCTIONALIST PERSPECTIVE

Cultural and group interaction revolves around a mutually agreed upon system of behavior where society has reached an agreement about commonly held values and beliefs. The perspective is based around the premise that people reach a consensus relative to standards which define appropriate and inappropriate behavior. Behavior which is defined as negative or which is thought to weaken society is termed dysfunctional. In a pluralist culture, this consensus is difficult to reach agreement about with all the diverse segments of society. Prior and existing patterns of discrimination should be examined from the perspective that biased behaviors have served a purpose for some groups (the retention of power) and classes or individuals in the culture. This type of behavior i.e., biased or discriminatory has been defined as dysfunctional or harmful to the larger society by the courts and the legislature.

c. INTERACTIONIST PERSPECTIVE

Cultural and group interaction revolves around the perceptions and the acts of those engaged in the interaction. This implies that the social setting as well as the culture can elicit responses which shapes the behavior of the individual as well as the members of the group. A social climate in the community, the larger society, and the workplace which decries bias or discrimination works towards the reduction of bias and discrimination. Conversely, if bias and discrimination are not discouraged, then it will prosper and will continue to remain in society. The interactionist perspective states that all behavior including prejudice is learned. However, some social psychologists suggest that discrimination is more likely to be found in a specific personality type called the authoritarian personality. The person who displays a rigid and unyielding presence relative to authority by obeying all orders and never questionning.

d. Additional Terminology:

SOCIETIES consist of individuals who share a common set of traditions, values, and who identify as a group.

Societal groups are categorized in a variety of ways. Societies produce culture, i.e., Culture is the product of people living in societal groups. The creation of culture is thought to be an element which seperates human populations from other species. Societal groups can range in size from small groups to MILLIONS of individuals.

PRIMARY GROUPS are small groups composed of people who relate to one another in a very personal fashion, and who have a common bond and mutual identification which is of greater importance than the individual. These types of groups tend to be permanent. The family used to be thought of as a primary group in American society. The dominant theme within a primary group is a feeling of "we" .

SECONDARY GROUPS are small groups composed of people who relate to one another in a less personal fashion, and who have a common bond and mutual identification which tends to be situational and less permanent. On the surface, the group exhibits a feeling of "we" but in reality it is fragile and less prone to the type of behavior found in primary groups. Underneath the surface, the dominant feeling is ("I") the individual is in reality more important than the group.

CATEGORIES are groups defined by shared characteristics, e.g., students, athletes, police, Hispanics, Whites, Asians, Blacks... . A weakness of categories are that they tend to be over simplifications and frequently become stereotypes. The use of categories tends to become a cultural response based upon prior expectations including historical patterns of interaction which may or may not be accurate. Quite frequently stereotypes are used as mechanisms which reflect and support prior patterns of bias or discrimination.

AGGREGATIONS are groups defined by a geographical boundary of some type. Those who live in a neighborhood, a street, a region in the State, or with some form of geographical marker which is recognized by observers within a setting and outside a setting. The use of aggregations tends to become a cultural response based upon prior expectations including historical patterns of interaction.

NORMS are patterns or standards of behavior which are recognized as being appropriate by members of a group. When a norm is violated, varying sanctions can apply relative to the severity of the violation. In the example of a FOLKWAY, a violation (generally) brings a mild rebuke or a look of disdain. When one violates a MORE a greater degree of punishment is usually exerted by a group. The FORMAL CODING of norms serves as the basis for our system of law, including the penal code. When the code is formalized it is termed ENACTED LAW, usually with a specific description of

the norm that is violated and the type of punishment or sanction most commonly associated with the violation.

Police by way of their role in the larger society have been given the assignment of monitoring the normative boundaries, they have been assigned this task by the institution of government which has constructed the normative boundaries after examining what norms are considered as more important. Felonies, misdemeanors, and city ordinances are examples of formal norms where varying sanctions are present. Laws tend to represent the values of the MAINSTREAM, i.e., those who have the political power to influence the system whereby laws are created. Enforcement of the law, i.e., the formalized norms exerts a pressure against those who would DEVIATE from the expected patterns of behavior required by the mainstream. The norms within the workplace, home or family, and community will be subject to pressure from the external force of legislative and legal action and authority when behavior within these areas is judged as biased or discriminatory to the degree that a violation of laws or codes have taken place.

IN A CULTURE WHERE ALL SHARE THE EXACT SAME TRADITIONS AND BELIEFS THE POSSIBILITY OF NORMATIVE CONFLICT IS NOT AS HIGH AS IN A SOCIETY WHERE MANY DIFFERENT SETS OF NORMS ARE IN OPERATION AT THE SAME TIME. AMERICA AND CALIFORNIA ARE IN THE LATTER SITUATION. THIS MAKES CULTURAL MISUNDERSTANDING AND NORMATIVE CONFLICT APPEAR WITH GREATER FREQUENCY. IT IS IMPORTANT TO ACKNOWLEDGE THAT CULTURAL DIVERSITY WILL CAUSE NORMS TO CHANGE, AND THAT SOME OF THE CHANGE WILL REQUIRE MORE FLEXIBILITY. CULTURAL PLURALISM IS A REALITY OF OUR PRESENT WORLD.

SOCIALIZATION is the process whereby people learn how to interact with one another; it generally prepares people to live within a specific culture or subculture or class system. During the process of socialization people learn what is appropriate and inappropriate, they learn what is expected within their cultural system. Socialization teaches attitudes towards diversity.

ETHOS is the term which describes the world view which is transmitted through socialization. It implies that each culture has a unique way of viewing itself while comparing its perspective to other cultural systems.

MINORITY GROUP:

Louis Wirth in 1945 stated: " We may define a minority as a group of people, who because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. The existence of a minority in a society implies the existence of a corresponding dominant

group enjoying higher social status and greater privileges. Minority status carries with it the exclusion from full participation in the life of the society. Though not necessarily an alien group the minority is treated and regards itself as a people apart."

"...Minorities objectively occupy a disadvantageous position in society. As contrasted with the dominant group they are debarred from certain opportunities-economic, social and political."

"...The members of minority groups are held in lower esteem and may even be objects of contempt, hatred, ridicule and violence."

"...They are generally socially isolated and frequently spatially segregated."

"...They suffer from more than the ordinary amount of social and economic insecurity."

"...Minorities tend to develop a set of attitudes, forms of behavior, and other subjective characteristics which tend further to set them apart."

(Taken from Louis Wirth, The Problem of Minority Groups, in The Science of Man in the World Crisis (Ralph Linton, editor), New York: Columbia University Press, 1945, pp.347-348))

IDEOLOGICAL INFLUENCE IN HUMAN INTERACTION:
(Taken from Dr. John M. Steiner, Sonoma State University, and modified for this unit).

(1). HUMANS CONSTRUCT SOCIAL REALITY TO FIT THEIR OWN EXPERIENCES and BELIEFS

(2). IDEOLOGY IS USED TO CONSTRUCT SOCIAL REALITY, BASED UPON A SPECIFIC BELIEF SYSTEM

(3) PREJUDICE OR PREJUDGING / STEREOTYPING IS BASED UPON A DISTORTION OF FACTS AND EVIDENCE TO FIT A PRECONCEIVED MODEL

(4) BEHAVIOR, RACE, RELIGION, GENDER, ETHNICITY ARE GIVEN SYMBOLIC MEANING (THE MEANING IS BASED UPON A DISTORTION OF FACTS AND EVIDENCE)

(5) AN APPEAL TO EMOTION IS MADE, LEADING TO IRRATIONAL AND ILLOGICAL CONCLUSIONS

(6) BIAS AND DISCRIMINATION ARE DISPLAYED BASED UPON THE LINKAGE OF ITEMS 1-5 IN THE FORMATION OF WHAT IS CALLED A LOGICAL FALLACY (A LOGICAL FALLACY IS A CONSTRUCTION OF

SOCIAL REALITY WHICH IS NOT BASED UPON REAL FACTS BUT IS GROUNDED UPON A SET OF UNDERLYING ASSUMPTIONS WHICH ARE INCORRECT but appear logical because of the distortion of reality).

A definition of Prejudice common to the work of sociologists is included:

"We shall define Prejudice ... as an emotional, rigid attitude... toward a group of people. It involves not only prejudgement, but ... misjudgement as well. It is categorical thinking that systematically misinterprets the facts." (Taken from George E. Simpson and J. Milton Yinger. Racial and Cultural Minorities: An Analysis of Prejudice and discrimination. New York: Harper and Row, Inc. 1965).

The National Advisory Commission on Civil Disorders in 1968 stated: "...Racism may be viewed as any attitude, action, or institutional structure which subordinates a person or a group because of color."

3. GENDER (DYNAMICS)

The term for the biological sex of an individual is Gender, i.e., male or female. In the classic sense this implies that a female has two XX chromosomes and that a male has an XY pattern. (Humans have 23 pairs or 46 chromosomes in the diploid state, the chromosome that codes for gender carries specific information which creates the physical differences between the sexes. Stereotyping has played a major role in limiting opportunities for women. Most of the barriers or limitations placed upon women have come from cultural norms or customs which appear to be more connected to limiting the power of women in specific areas and maintaining power for men.

GENDER LABELING has limited opportunities for women. American society has laws which are attempting to make Gender an invalid category in regards to exclusionary and discriminatory behavior where gender is used as the primary element in determining whether a person can perform a specific job or role.

SEXUAL HARASSMENT cases are becoming more common within organizations, these cases reflect the change in the norms relative to what is acceptable and what is inappropriate behavior.

The Cotati Police Department has a policy that all employees will have a working environment free of unlawful harassment or discrimination of any nature. Sexual harassment may constitute illegal sex discrimination and violate both State and Federal Law. Employee harassment and discrimination, through misconduct, may decrease work

productivity, undermine employee relationships, decrease morale and cause emotional and physical stress. Every employee has the obligation to ensure that the work environment is free of all types of unlawful harassment and discrimination, including sexual harassment. Management and supervisory personnel are responsible for the actions of all employees and will take immediate action in any case of harassment or discrimination, whether observed, reported or suspected. Employees committing or condoning acts of sexual harassment may be held liable for usch acts. The CPD will take all reasonable steps to prevent sexual harassment from occurring.

Harassment or discrimination is any activity by a supervisor or fellow employee that is unlawful and is based primarily on race, sex, religious beliefs or national origin.

SEXUAL HARASSMENT or DISCRIMINATION as used in this policy is defined as any unsolicited or unwelcome sexual overture by any employee, supervisor or manager, be they written, verbal, physical or visual, whenever:

1. Submission to overtures is made, either explicitly or implicitly, a term or condition of employment.

2. Submission or rejection by an employee is used as the basis for employment decisions affecting the employee.

3. Such conduct has the potential to affect an employee's work performance negatively or creates an intimidating, hostile or otherwise offensive work enviornment.

(Gender discrimination and harassment extends beyond the immediate work group and into the community at large; when one is working out in the community in an official capacity the same rules apply regarding contact with the public). It is not appropriate to display visual materials which ridicule gender or which might be considered sexually explicit or offensive or degrading in the workplace.

B. CUSTOMS:

The traditional practices of a people are termed customs, they vary from culture to culture. Most cultures have customs relating to: art, music, food, ceremonies, rituals, religion, family / kinship, clothing, values, language, and attitudes towards law enforcement. Customs are transmitted through socialization and enculturation.

1. ART

Anthropologists have noted that all cultural groups have a body of information and behavior which is categorized as art. What varies from culture to culture is what constitutes art; in some cultures art is tied to religious and ritual beliefs while in others art is an example of individual expression. Art can also be what the State or government decrees is appropriate for public or private artistic expression. The definition of what is artistic is sometimes difficult to agree upon; most artists contend that art is in the eye of the artist rather than the beholder. Artistic expression within many subcultures and cultures can vary from the artistic values of the mainstream, it is important to view art from the cultural perspective of the artist.

It is not appropriate to make negative comments about subcultural art ... sometimes they will be mistaken for biased or discriminatory statements about the subculture. It is not appropriate to display visual materials which ridicule subcultural art or which might be construed as offensive or degrading by a member of the subculture.

2. MUSIC

Most cultural groups have some form of music, it like art varies from culture to culture and artist to artist. In some cultures music is an extension of religion or ritual, or is subject to rules which have a religious connotation. What is musically pleasing is linked to what the musician had in mind and how well he/she manages to achieve their goal. Musical expression within many subcultures and cultures can vary from the musical values of the mainstream. It is important to hear music from the perspective of the musician within a specific culture rather than applying external values to the performance.

It is not appropriate to make negative comments about subcultural music... sometimes they will be mistaken for biased or discriminatory statements about the subculture.

3. FOOD

Food preparation and what constitutes appropriate food varies cross culturally. Items which are appropriate to eat in one culture might not be appropriate to consume in another. In addition, food preparation can have rigid rules which are tied to norms, and religion or ritual. Some cultures forbid the mixing of materials from the sea with land, while others insist that food preparation be done by certain groups of people. People are very sensitive about food and the stereotypic pictures than non-cultural members have about food items or food preparation within a given culture.

It is not appropriate to make negative comments about how subcultural food is prepared, OR what it is... sometimes

they will be mistaken for biased or discriminatory statements about the subculture. Don't display visual materials which ridicule, or which might be considered offensive or degrading relative to food for a subculture.

4. CEREMONIES AND RITUALS

A ceremony consists of a group of rituals which are tied together around a central core or theme. A ritual consists of a behavior which takes place over and over and is recognized by members of a culture as being the appropriate way to do something. In many cultures, rituals are usually linked to religious beliefs, while in secular societies rituals might be described as common behavior. Ceremonies usually are special times when people acknowledge that a special event is taking place. There is a tendency for those who don't share the same cultural rituals or ceremonies to underestimate the degree of importance which members of a cultural group attach to these behaviors and events.

It is not appropriate to make negative comments about ceremonies or rituals found within subcultures... these will usually be interpretated as biased or discriminatory statements about a culture or its practices. Don't display visual materials which degrade, ridicule, or which might be regarded as offensive by a member of a subculture relative to ceremonies.

5. FAMILY AND KINSHIP

Kinship is a universal category of human behavior. However the ways in which people organize kinship and family varies from culture to culture. Here are a list of terms which are common to anthropologists when they examine kinship cross culturally.

MARRIAGE: A special relationship which acknowledges the bond between two or more individuals and which entitles the members to all the rights and priviledges of being married. Marriage is not always the same as co-habitation, it frequently relies upon the approval of both families and the larger society. California law recognizes certain rights for domestic partners, including physical abuse, child support, and civil remedies for property but it does not recognize common law marriage or co-habitation as being identical to marriage.

However, some jurisdictions within California attach greater significance to co-habitation than others. At present, same gender marriage is not recognized as being a marriage by State law. It is common for couples in California to divorce.

A. MARITAL FORMS:

1. POLYGAMY: MULTIPLE MARRIAGE PARTNERS AT THE SAME TIME

2. POLYGYNY: A MAN WITH TWO OR MORE WIVES (SAME TIME)

3. POLYANDRY: A WOMAN WITH TWO OR MORE HUSBANDS (SAME TIME)

4. MONOGAMY: ONE MAN ONE WOMAN

B. PATTERNS OF RESIDENCE AFTER MARRIAGE, WHERE THE NEW COUPLE IS EXPECTED TO LIVE

1. NEOLOCAL: NEW LOCATION SEPERATE FROM EITHER PARENT

2. BIOLOCAL: SPENDS TIME WITH THE FAMILY OF THE BRIDE AND THE FAMILY OF THE GROOM

3. PATRILOCAL: LIVES WITH THE FAMILY OF THE GROOM

4. MATRILOCAL: LIVES WITH THE FAMILY OF THE BRIDE

C. DESCENT OR HOW IS DESCENT TRACED

1. BILATERAL: TRACED THROUGH BOTH THE MALE AND FEMALE

2. MATRILINEAL: TRACED THROUGH THE FEMALE

3. PATRILINEAL: TRACED THROUGH THE MALE

D. PATTERNS OF POWER

1. EGALITARIAN: SHARED BY BOTH PARTNERS EQUALLY

2. MATRIARCHAL: POWER VESTED IN THE FEMALE

3. PATRIARCHAL: POWER VESTED IN THE MALE

E. FAMILY FORMS

1. NUCLEAR FAMILY: MOTHER,FATHER, CHILDREN (can also be a single parent)

2. EXTENDED FAMILY: MORE THAN THREE GENERATIONS, OR FAMILIES WITH OTHER RELATIVES BEYOND THE NUCLEAR FAMILY LIVING WITHIN THE UNIT

It is important to ascertain the dynamics of family organization and diversity within your local community, so that one can communicate with members of the community in a more effective fashion. There are major differences in family types cross culturally and there are major differences across social class lines within cultural

groups. Don't make the mistake of seeing all families within a subculture as being identical because they are not identical.

An area of potential conflict can revolve around power, i.e., whether an adult family member has the power based upon their cultural norms to discipline a family member in a manner which violates enacted codes, e.g., child battery or spousal battery. This is a possible area of cultural conflict, and one which should be worked on within the community through education if such a problem exists as well as through enforcement of the laws.

In some cultures, the aunt or the uncle are important teachers for a child or young adult. This might be important if working with a juvenile from such a culture. Expectations according to gender is another potential area for cross-cultural conflict; some cultures have a very rigid separation of gender and allow only certain roles to be assigned. Communication between adults of different genders is (sometimes) limited by norms in cultures that are very strict, this might be important when questionning: witnesses, victims or suspects. Age at marriage is usually related more to gender roles, in that young girls from some cultures are sometimes expected or encouraged to marry at a very young age, e.g., below 18 years of age which would create a possible violation of codes. The Extended family is frequently more important in non-western cultures.

It is not appropriate to make negative comments about family style, family members, or kinship systems, numbers of children... this can be viewed as biased or discriminatory by those who are sensitive to this area...

C. RELIGION

Cultural groups create religions to answer questions of the unknown. They believe that their own religion is the one that has the answers to the questions of creation, misfortune, success, illness, and a host of other items including rules which dictate how people should live and relate to one another. A great deal of diversity is to be found within the religions of the world. Not all people within a subculture share the same religious beliefs, and not all people within the larger culture have the same perspective towards religion in regards to its degree of importance in the everyday life cycle of the individual or group.

It would be appropriate to ascertain through observation and community input whether religious conflicts exist, and whether any religious groups are being subjected to harassment or threats. Bias crimes are not uncommon in this area and should be noted and not hidden if present. In the past there has sometimes been a tendency for law enforcement to overlook the obvious relative to Bias crimes based upon religion. The State Legislature has mandated

that this area of enforcement and recording is important to the overall well being of society.

It is not appropriate to make negative comments about religion, or religious beliefs or practices. Don't display visual materials or symbols associated with bias or which ridicule religious beliefs, practices, and which would be considered offensive by a member of such a group.

THIS AREA IS PARTICULARLY SENSITIVE, IN THAT HATE CRIMES INCLUDE RELIGION AS A PROTECTED AREA. IT IS IMPORTANT TO IDENTIFY THE RELIGIOUS MAKE UP OF YOUR COMMUNITY IN ORDER TO BETTER SERVE AND PROTECT IN THIS AREA.

1. Religious Practices

VARIES CROSS CULTURALLY
BECOME CROSS CULTURALLY SENSITIVE

Religious Rituals and Ceremonies are meaningful and important to the people who practice them; avoid any sarcastic references or negative comments.

2. Dress or Appearance

VARIES CROSS CULTURALLY
BECOME CROSS CULTURALLY SENSITIVE

Appearance and clothing are frequently associated with religious practice or membership in a particular subculture. Avoid lableing people on the bssis of their outward appearance. Refrain from sarcastic references or negative comments about appearance.

D. VALUES ARE NORMATIVE EXPRESSIONS WHERE THE RELATIVE WORTH OF AN ITEM OR BEHAVIOR IS GIVEN A VALUE OR DEGREE OF IMPORTANCE. VALUES VARY CROSS CULTURALLY, MOST CULTURES BELIEVE THAT THEIR OWN SET OF VALUES ARE THE MOST IMPORTANT.

1. BIASES

IT IS IMPORTANT TO IDENTIFY SOURCES OF BIAS OR NEGATIVE TRAITS or PERCEPTIONS DIRECTED TOWARDS INDIVIDUALS OR GROUPS WITHIN THE COMMUNITY. POLICE PERSONNEL NEED TO BECOME AWARE OF THEIR POTENTIAL TO INFLUENCE AN INTERACTION AS WELL AS TO IDENTITY THEIR OWN PERSONAL BIAS AND ANY INSTITUTIONALIZED BIAS WITHIN THEIR OWN AGENCY AND TO ELIMINATE THESE FROM THE PRACTICES OF THE ORGANIZATION. ALL CULTURES HAVE BUILT IN BIAS, THE CHALLENGE IS TO SERVE AND PROTECT IN A BIAS FREE MODE AND TO WORK TO REDUCE THE LEVEL OF BIAS IN THE COMMUNITY AT LARGE. PROFESSIONAL POLICING WORKS TOWARDS THIS GOAL. (see code of ethics, and code of conduct)

E. LANGUAGE

All cultural groups have a language, it is more than a collection of sounds. It encodes the symbolic and real world for its users. Language is the transmitter of culture while being a part of culture. Knowledge of local languages beyond English is essential in some situations.

1. SLANG

It is important to know the slang in use in a community, but it is NOT appropriate for a non-cultural member to use the slang while in uniform and on duty. The use of subcultural slang by a non-member is frequently viewed as insulting, or can serve as a TRIGGER word.

2. TRIGGER WORDS ARE WORDS WHICH TEND TO EVOKE A NEGATIVE OR VIOLENT RESPONSE ON THE PART OF A LISTENER. IF THEY ARE ATTACHED TO CULTURALLY BIASED STEREOTYPES, THEY MAY PROVOKE AN INDIVIDUAL OR GROUP. IT IS EXTREMELY IMPORTANT TO BECOME AWARE OF LOCAL AND REGIONAL TRIGGER WORDS TO MINIMIZE THE POSSIBILITY OF CONFLICT WHILE COMMUNICATING WITH PEOPLE OF DIFFERING CULTURAL BACKGROUNDS.

IDENTIFY EXAMPLES OF STEREOTYPIC SLANG RELATING TO:

RACE
RELIGION
ETHNICITY
GENDER
DISABILITY
SEXUAL ORIENTATION

THE COURTS HAVE SOMETIMES HELD THAT THE USE OF SUCH WORDS CREATED A SOCIAL CLIMATE WHERE VIOLENT OR PREJUDICIAL BEHAVIOR BY POLICE WAS EXPECTED... . POLICE PERSONNEL SHOULD BE ADVISED THAT PERSONAL COMMENTS "OFF-DUTY" HAVE BEEN USED AS EVIDENCE TO ILLUSTRATE A PRE-EXISTING BIAS OF A DISCRIMINATORY AND PREJUDICIAL FORM.

LANGUAGE (DIALECTS)

It is important for police personnel to have an awareness of the types of languages which are in common use in a community. In this regard, specific training relative to the types of languages most frequently encountered outside of traditional English needs to be accommodated so that emergency contacts can be facilitated. This aspect can be important for both dispatch as well as officers and detectives. Anthropologists contend that all languages are

important and valid, and that no language is better than another. This is equally true for dialectical differences of English. The imitation of dialectical forms of English by non-group members can serve as a Trigger within a variety of subcultural settings...

NON-VERBAL COMMUNICATION

All cultural groups have specific forms of non-verbal communication, it is important for police personnel to acquaint themselves with some of the more basic elements of subcultural differences in body language to maximize their ability to operate in a mixed ethnic and cultural community. If ethnic presses, newspapers, or radio or television stations are to be found in a community, attention should be paid to what is happening in the community. This will create an opportunity to gain cultural awareness. Sometimes information about police community relations is presented in the ethnic media. It is important to keep in mind that police personnel are symbols of the government and authority and that many subcultures have not had a lot of positive experiences with the police. This is particularly true, if the only or primary cross cultural contacts are in confrontational situations, warrants, arrests, traffic citations.

F. LAW ENFORCEMENT

1. Attitudes towards law enforcement in native country

a. In many areas of the world, police and military have been linked to oppression and torture. A significant number of people who have come to the United States have fled from governments who have ignored basic human rights. This has created a situation where many are fearful of police. Historians have noted that this aspect of immigration is not new but has been a hallmark of the United States.

This fear of police which is based upon prior experience in another country has created a situation where it is difficult to penetrate the cultural barriers of some groups. Attention should be paid to develop a community relations program to draw attention to the fact that policing in California and the United States is distinct from what people might have experienced in other countries. Cultural barriers hinder police from serving and protecting to the full extent in some communities and makes the citizens of those communities more vulnerable to exploitation by criminals who are aware of this pattern of behavior.

A GREAT DEAL OF EFFORT SHOULD BE EXTENDED TO REDUCE FEAR BY PAYING ATTENTION TO WHAT MIGHT BE TRIGGER WORDS, AND FEAR PROVOKING BEHAVIORS FOR A COMMUNITY.

2. ATTITUDES towards California Law Enforcement

The attitudes of a populace towards California Law Enforcement are linked to several factors, among them are:

a. PRIOR social and cultural experience

b. the DEGREE of exposure to positive or negative law enforcement

c. the level of cultural ASSIMILATION relative to the mainstream of the culture

d. the degree of cultural SENSITIVITY of law enforcement personnel in their encounters with these individuals

Every NEGATIVE INTERACTION within a subculture is magnified; it is important to develop POSITIVE cultural linkage within your own community with the diverse groups that make up the community. California Law Enforcement agencies have relatively high standards of behavior, it is essential that agencies CONTINUE to work to develop greater cultural awareness in order to deliver professional policing and police services.

Contemporary police departments in California have been influenced by Judicial opinions, and laws which have removed many of the organizational and institutional barriers which blocked women, minorities and others from participation in policing. The diversity which is beginning to be represented in contemporary police departments is part of an overall attempt to open up society, so that all institutions will have a greater opportunity to reflect the diversity which society demonstrates demographically. DIVERSITY IN A POLICE DEPARTMENT SHOULD BE VALUED (POST).

2.1.2 The student will understand the differences between generations of immigrants and types of immigrant and racial groups in California.

A. FIRST GENERATION is a term applied to those who were the first members of their family to be born in the United States.

B. SECOND GENERATION is a term applied to those who are the children of the first generation.

C. THIRD GENERATION is a term applied to those who are the children of the Second generation.

The literature from sociology and anthropology suggests that significant changes are frequently associated with the

depth of cultural awareness relative to the generation that one is a member of... .

D. REFUGEE is a term which describes a person who has fled because of either economic, human made or natural disaster, or from political, religious or ethnic persecution.

1. Federal Immigration Law has acknowledged several types of refugees:

a. those fleeing because of economic reasons

b. those fleeing because they have reason to fear the government of their homeland

c. the current legal definition: "A person who faces a serious risk of persecution on account of race, religion, nationality, political opinion or membership in a particular social group." (United States Supreme Court-Justice Antonin Scalia's Majority Opinion 1991-92)

E. UNDOCUMENTED is a term applied to those individuals who don't have legal papers allowing them to be in the country.

F. DOCUMENTED is a term applied to those individuals who have the necessary papers to remain in the country for specified periods.

Undocumented and documented workers are under a great deal of pressure; they work in this country and are subject to its laws. However, they find themselves in a very sensitive position. They are sometimes subject to exploitation by criminal elements who take advantage of their position, knowing that these individuals are less apt to report criminal victimization. Staying in this country becomes of primary importance. California police personnel are not immigration officers... this is a very sensitive issue and one which is being examined by the courts and the Attorney General's Office of the State of California.

2.2 The student will understand the process of enculturation, acculturation and assimilation

2.2.1 The student will understand the elements of enculturation

A. Cultures are formed by people living in societal groups, no culture is more valid or better than another. The process of learning about a culture is termed ENCULTURATION, it takes places through socialization or interacting with other members of the culture. Cultures prepare people for life within a specific cultural system.

Enculturation can take place through direct and indirect mechanisms of cultural transmission.

1. DIRECT TRANSMISSION EQUALS HUMAN TO HUMAN CONTACT

2. INDIRECT TRANSMISSION through MEDIA

B. Culture serves as a barrier between human populations and nature. CULTURES are the source of information and technology which are brought into play in order to facilitate human survival.

C. Culture is thought to be a unique human attribute.

2.2.2 The student will understand the elements of acculturation and assimilation

A. ACCULTURATION is a term which is used to describe the process of learning a new culture.

B. ASSIMILATION is a term which is used to describe the process where a person learns to blend into a new culture. It is distinct from acculturation in that assimilation implies a greater degree of blending while acculturation describes the process which leads to assimilation.

C. Traditionally, American society has extended greater opportunities for those who would assimilate, versus those who wanted to preserve their non-northern European culture. In order to obtain good jobs, educations, and acceptance, conformity and assimilation have been the requirements. This is being re-considered by society with the pluralist model which is developing through political power and cultural pressures.

2.3 The student will understand the dynamics of cultural change.

2.3.1 The student will understand the dynamics of organizational change

A. System readiness for change

1. CULTURES can be thought of as SYSTEMS, whereby patterns of behavior are linked together with a common set of traditions and expectations.

2. ORGANIZATIONS including police agenicies display patterns of culture which are relative to the tradition, customs, and expectations of the organization plus the influence of the outside world.

B. PROCESS OF CHANGE

1. EXTERNAL AGENTS of Change

Change which is brought about through pressure or access to information or traits from outside the culture, or outside the organization.

2. INTERNAL AGENTS of Change

Change which is brought about through pressure or access to information or traits which are developed within the culture or within the organization.

C. ROLES in the Change Process

1. PASSIVE Roles

The organization or culture does not resist change.

2. ACTIVE Roles

Elements within the organization or culture work to accomplish or block change.

a. BLOCKING Change is a common response, when systems are confronted with new information or new ways.

b. ACCELERATING AND GUIDING Change is a response, when systems are driven with new information or new ways.

Change in most cultures and organizations is usually common, most cultures change without participants being aware. It is only when the rapidity of cultural change goes beyond a certain level or when mores are thought to be threatened or when positions of prior power are threatened that active blocking can appear with greater frequency. This process of change is best illustrated using the conflict or power model. Those in power attempt to retain it, while those out of power attempt to gain it. Cultural systems can be thought of as being in a constant state of tension with power being the source of tension. This is a normal state or condition, during periods of change power shifts. Uncertainity in regards to change brings out anxiety and fear, usually conflict of one type or another. California's culture is changing rapidly, thus conflict will increase.

3. ACCOMODATION

This is the process where change is brought into the system, i.e., the system expands to accomodate the new behavior.

D. HANDLING RESISTANCE

There are a variety of ways of handling resistance to change.

1. ACTIVE CHANGE AGENTS

Elements which cause change in a system and which are brought into focus by their effort.

2. REACTIVE CHANGE AGENTS

Elements which respond to change in a system and which are in response to the opposition of groups or individuals to change.

Police personnel work in the larger society, they can be seen as instruments of both active and reactive change depending upon the situation. They will find themselves placed into situations where cultural conflict is taking place and will be expected to serve and protect in a nuetral fashion.

3. ROLE OF EDUCATION AND TRAINING

Education and training are designed to develop a greater appreciation for the cultural diversity which exists in present society. The primary purpose for such training is to create an organizational climate where people are more able to serve and protect the society at large.

3. IMMIGRANT AND RACIAL GROUPS IN CALIFORNIA

3.1 The student will be familiar with the various immigrant and racial groups in California and their immigration patterns.

3.1.1 The student will be identify immigrant racial groups in California, this will minimally include:

A. Asian/ Filipino, Pacific Islanders
B. Black/ Afro American
C. Hispanic- Latino- Chicano
D. Anglo- White
E. American Indians / Native American
F. Middle Eastern
G. Eastern European
H. Caribbean

a. These divisions are based upon categories which have been identified by POST. Sometimes the people whose cultures are represented in these divisions do not like or use these categories. It is important to ascertain within your local community what descriptive terms are in use and are accepted by the local community. In addition, most jurisdictions have cultural and racial terms on booking sheets, some of these are more detailed, others are less

detailed. A mix of terms is not favored by cultural anthropologists because they don't reflect a consistant pattern for referencing a culture.

b. There are approximately 243 entities in the world, which include: independent countries; territories in dispute where nation status is at stake; and dependencies which might gain nation status. (incorporates 14 former soviet republics)

c. A great deal of cultural and ethnic diversity is found within most of the nations and dependencies of the world. It is quite common to find ethnic, religious, racial, linguistic, and social stratification differences within nations. DON'T MAKE THE MISTAKE OF ASSUMING THAT ALL PEOPLE FROM A REGION OR CULTURE AREA SHARE IDENTICAL BELIEFS, VALUES, TRADITIONS OR LANGUAGE.

d. Common Geographical Divisions
(derived from the HRAF) anthropology

ASIA, EXCLUSIVE OF INDONESIA, THE MIDDLE EAST, AND ASIATIC RUSSIA.

EUROPE, EXCLUSIVE OF THE PORTION RULED DIRECTLY BY THE former SOVIET UNION.

AFRICA, EXCLUSIVE OF THE NORTHERN AND NORTHEASTERN PORTIONS WHICH BELONG CULTURALLY WITH THE MIDDLE EAST.

MIDDLE EAST, COMPRISING SOUTHWESTERN ASIA AND NORTHERN AND NORTHEASTERN AFRICA.

NORTH AMERICA, INCLUDING THE NORTHERN PORTION OF CENTRAL AMERICA.

OCEANIA, COMPRISING AUSTRALIA, INDONESIA, THE PHILIPPINES, AND THE ISLANDS OF THE PACIFIC OCEAN.

RUSSIA, INCLUDING THE PORTIONS OF EUROPE AND ASIA RULED DIRECTLY BY THE SOVIET UNION.

SOUTH AMERICA, INCLUDING THE WEST INDIES AND THE SOUTHERN PORTION OF CENTRAL AMERICA.

e. RACE is a term which describes those individuals who share a common GENE pool and who recognize themselves as members of a specific gene pool or race. Geographers and anthropologists use the term race in a precise fashion; not in the way that race is commonly employed in the media or in casual discussion. (A GENE IS A BASIC UNIT OF HEREDITY, HUMANS HAVE OVER 100,000 GENES; THEY ARE FOUND ON THE CHROMOSOMES). When the term race is employed, it usually means that members of a population share specific biological

characteristics in common with one another. Physical anthropologists believe that all racial groups are equal in regards to intellectual ability. All humans belong to the same species, homo sapiens sapiens.

3.1.2 The student will identify the historical and projected immigration and racial patterns of California.

3.1.2.1

A.

California's demographic profile has changed within the last decade. One of the major changes revolves around the move from a majority White population base to a projected majority of Minorities as a population base. It is anticipated that California's population will continue to move in this direction because of the higher birth rate among most minorities and the continued immigration of people from outside the country. Large numbers of immigrants from Central and South America, Pacific Basin, Asia, South East Asia, Middle East, and Eastern Europe have come into California within the last two decades. They come from a variety of countries, social classes, and have varying levels of experience with complex industrial technological societies.

There are schools in California where over one hundred different languages are common to the student population. These immigrants (frequently) have cultural traditions which are different from the culture (mainstream) which they have entered. It is possible to view ethnic neighborhoods, with the languages of commerce, and the people linked to the cultural patterns of the local community rather than English. This is not a brand new experience for California or the United States in that immigrant groups have come before. The makeup of the new population and the sheer amount of diversity involved is unique for this country and the State.

Another change has been observed in California, i.e., the move towards the creation of new ethnic and racial groups. Intermarriage and genetic and cultural intermixture are taking place at a more rapid pace in California. It is not unusual for people to marry outside of their ethnic and racial groups. It is sometimes difficult for people to know which racial or ethnic category to claim. The present categories which are in use by state and local governments, and the federal government does not take into account racial and ethnic diversity. There are numerous instances where people who share exactly the same biological background, i.e., the same parents will check very different boxes on census or ethnic questionnaires. This places in doubt the reliability of most data which is used by government, and is a question which has yet to be addressed by a solution which would indicate the real ethnic and racial diversity of different jurisdictions.

The California Department of Finance has noted the following : California Population by Race and Hispanic Origin 1990 Census:

Excluding Hispanic	number	% total
White	17,029,126	57.2
Black	2,092,446	7.0
Asian, Pacific Islander	2,710,353	9.1
Nat.Amer., Eskimo, Aleut, other	240,158	.8
Hispanic:	7,687,938	25.8
Total:	29,760,021	100.0

The Associated Press has developed the following information from the 1990 census.

Asians	U.S.A	Calif.	[U.S. % Increase] (1980-90)
Chin.	1,645,472	704,850	+104
Filip.	1,406,770	731,685	+82
Japan.	847,562	312,989	+21
Indian.	815,447	159,973	+126
Korean	798,849	259,941	+125
Viet Nam.	614,547	280,223	+135
Laotian	149,014	58,058	+213
Cambodian	147,411	68,190	+819
Thai	91,275	32,064	+102
Hmong	90,082	46,892	+1,632
Pakistani	81,371	13,965	+415
Indones.	29,252	14,785	+204
Malayan	12,243	2,204	+200
Banglad.	11,838	1,134	+801
Sri Lank.	10,970	3,385	+275
Burm.	6,177	2,947	+124
Okinaw.	2,247	411	+ 59
Pacific Islanders			
Hawaiian	211,014	34,447	+ 27
Samoan	62,964	31,917	+ 50
Guam.	49,345	25,059	+ 53
Tong.	17,606	7,919	+183
Fiji.	7,036	5,744	+148
Palauan	1,439	397	+108
N.Marian.	960	321	+ 38
Tahitian	944	267	+ 19
Hispanics (includes all races)			
Mexican	13,495,938	6,118,996	+ 54
Puert.Ric.	2,727,754	126,417	+ 35
Cuban	1,043,932	71,977	+ 30
other His.	5,086,435	1,370,548	+ 67

3.2 The student will become familiar with the methodology of identifying immigrant and racial patterns within an agency's jurisdiction .

A. Some of the most common methodologies rely upon consulting the planning department of the jurisdiction to obtain figures of ethnic and racial diversity. Another approach relies upon the use of the United States Census. Obtaining data from the local school districts to examine cultural and racial diversity gives access to information which is not in the Census. Obtaining information from community members, observations of researchers, comunity organizations, regional organizations, consultation with specialists (anthropologists, sociologists, cultural geographers, ethnic studies) in colleges and universities can contribute additional data. All of these could be utilized to gain a more accurate picture of diversity.

Immigration and population movement have caused rapid change, any census data which is older than five years is probably not accurate. Some jurisdictions are large enough where planning departments in municipal or county government can conduct studies to obtain more up to date information. School districts keep a census on a year by year basis, thus their records are very useful.

3.2.1 The student will define the immigrant and racial patterns within an agency's jurisdiction. (1990 U.S. Census, p. 56).

A. Sonoma County

total	male	female	white	black	nat.Am.
388,222	190,272	197,250	351,650	5,547	4,397
			asian	other	hisp.
			10,774	15,854	41,223

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(1) SONOMA COUNTY (representative groups)
data gathered through ethnographic observation

Hispanic: Guatemala, Honduras, Peru, El Salvador, Mexico, Nicaragua, Cuba, Argentina, Bolivia, Chile, Portugual, Spain, Basque, Brazil, Ecuador, Panama, Colombia,

Asia: Japan, Korea, China, Taiwan, Hong Kong, Laos (Hmong, Mien), Cambodia, India, Pakistan, Siri Lanka, Indonesia, Viet Nam, Thailand, Malayasia, Tibet

Pacific Islanders: Filipines, Tonga, Samoa, Fiji, Hawaii

Middle East: Israel, Palestine, Lebanon, Iran, Kuwait, Saudi Arabia, Jordan

Africa: Ethiopia, Nigeria, Kenya, Ivory Coast, Gold Coast

Europe: Most of the countries of Europe

Native Americans: Pomo, and members of other Native American groups from North, Central, and South America

(2). Religions (found in Sonoma County)

Christianity (variety of expressions)

Islam (variety of expressions)

Judiasm (variety of expressions)

Hinduism (variety of expressions)

Buddhism, Confucianism, Shintoists (variety of expressions)

Animism (generic term which describes the belief that living and non-living things are believed to have a soul or spiritual power) many different variations relative to specific cultures.

New Age Movements (variety of expressions)

Witchcraft (variety of expressions)

All the religious categories cited, have numerous subdivisions where disagreements about interpretations are common. Friction between religious groups, and within religious groups have been part of the historical reality of the world. Nothing has changed, friction is still present in contemporary society. Sometimes this tradition of religious intolerance can spill over into a hate crime.

B. City of Cotati (1990 Census)

total	male	female	White	Black	Nat.Am.
5,714	2,765	2,949	5,127	148	76
			Asian	other	Hisp.
			211	152	487

**
Hispanic (includes any race)
Asian (includes Pacific Islanders)

C. School District

Cotati Middle School

Amer.Ind.	Asian	Pac.Is.	Filipino	Hisp.	Black	White
4	7	3	2	16	17	238

Thomas Page

Amer.Ind.	Asian	Pac.Is.	Filipino	Hisp.	Black	White
2	7	2	2	19	9	296

Cumulative total for both schools within Cotati:

Amer.Ind.	Asian	Pac.Is.	Filipino	Hisp.	Black	White
6	14	5	4	35	26	534

D. Sonoma State University

Students from other countries attend Sonoma State University. This has increased the amount of diversity that local officers encounter.

(1). Sonoma State University (foreign student enrollment fall 91 (office of institutional research)

7057 total enrollment for all students

White	Filipino	Nat.Am.	Black	Mex.am.	Hisp.	Asian
5511	58	89	234	292	185	262

Pac.Isl.	other	declined to state
29	147	750

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(2). Data on foreign students (Sonoma State University Office of International Student Programs) Fall/Winter 91

146 foreign students on campus, 125 are undergraduates, 21 are graduate students

Countries which are represented: Australia, Canada, Taiwan, Germany, Hong Kong, Indonesia, Israel, Ivory Coast, Jordan, New Zealand, Saudi Arabia, Singapore, Sweden, Spain, Turkey, Bulgaria, Peoples Republic of China, France, Guatemala, India, Iran, Italy, Japan, Korea, Malayasia, Peru, Sierra Leone, Switzerland, Thailand, Venezuela

Data from a variety of sources suggest that Cotati's pattern of racial and ethnic diversity within the resident population (city limits) reflects the overall pattern of Sonoma County. Whites are the largest population group within Sonoma County and Cotati. Korean, Viet-Namese, Laotian, Cambodian, Chinese, and Japanese are ethnic groups found within the Asian census category for the City of

Cotati. They make up the third largest ethnic block within the city. Hispanic diversity is also represented with a variety of cultures present in the population. They are the second largest ethnic group in Cotati. The fifth largest ethnic group is composed of Afro-American (Black). The census identifies individuals classified as "other", this is the fourth largest block within the city. A Native American population is present, this is the sixth largest ethnic population within the city. Pacific Islanders, Filipinos, and members of other cultural groups are represented in the category which has been labeled by the Census as other. Cotati is close to Sonoma State University, the number of foreign students is not particularly high, but large enough to be noted, people from a variety of cultures are in the immediate area. (Individuals who come to university from other cultures will become the leaders in business, government, education, arts and communications in their home countries).

3.2.2 The student will define the Immigrant, Racial, and Gender Patterns of Employment within the Police Department of the City of Cotati.

Compiled from a survey based upon the 01-17-92 list of department personnel using self-identification. The total survey population was 30. The goal was to illustrate the ethnic and racial composition of the department for comparison to the diversity in the community and the state and federal profiles as per POST's guideline for this unit.

Gender:	Female	Male
	9	21

Race, Ethnicity:	* Hispanic	Native Amer.	White
	3	1	*26
	* 4	1	*25

* Hispanic and White totals can vary depending upon the way in which the responses are categorized, whether excluding or including as per the methodology of the United States census.

Race, Ethnicity:	Afro.Amer.	Asian	Pac. Isl.
	0	0	0

Several individuals noted that they had more than one ethnic category which could have been checked on the survey. This type of response is very characteristic of the degree of diversity in California and which makes any survey of ethnicity and race subject to a critique unless it can

address this issue. Some individuals put down additional information about their ethnicity, including: Polish, Italian American, German, English, Dutch, and Spanish. In addition a suggestion to include an additional category (disability) was noted while the survey was in-progress; this would add another level of information to a survey of this nature. (The largest ethnic group in the United States was German, 60 million; Irish 32.6 million, and Italians 14.7 million) source: 1990 census I.J. article by A.P. dated 05-31-92.

4.0 Cultural Perception

4.1 The student will understand the factors involved in developing one's perceptions, feelings, biases and thoughts as they relate to immigrant and racial differences.

4.1.1 The student will note how perceptions are developed; the following have been suggested by POST as factors which influence perception relative to Cultural Diversity.

A. Past Experiences

The development of personality is based upon prior experiences. One's attitudes towards cultural diversity are generally created in early and late childhood and influenced by the dominant perspective in the home and community, plus peers. If one did not experience diversity, then it will be a new experience. Police like new experiences, that is one of the factors that attracts specific personality types to the job. Try to look at cultural diversity as an opportunity to have new and challenging experiences.

B. Level of Maturity

It takes a mature individual to understand that cultural diversity is not threatening. Most individuals who exhibit the personality of a bigot or a person with extreme bias tend to be immature psychologically. As one gains in maturity the ability to deal with variability rather than absolutes is a hallmark of growth and development.

C. Mental Condition

Unstable individuals have a greater tendency to make up their own world with their own absolutes. Bigots sometimes create a false picture of reality which is not shared by the rest of society, or at least those who are defined as normal or mainstream in regards to personality development. One of the primary traits associated with this behavior is paranoia of a social type relative to a fear of foreign cultures or people. People who are frustrated sometimes project their

own fears and frustrations, and take out their hostility on others, this is called displacement...

D. Emotional Involvement

Sociologists use the term "social distance" to describe how close an individual is to a social event or situation. If one perceives a close social distance, then the event becomes more significant. People who are bigoted usually view their state of being threatened as greater than exists in reality...they tend to be emotionally involved and don't have the ability to focus upon the issues in an objective fashion.

E. Physical Condition

The physical health of a person can influence their ability to perceive the world around them. In addition, Drugs and Alcohol can hinder cognition.

F. Environmental Conditions Present

The type of physical and social habitat one lives in, and has been socialized in, can and does influence perceptions about cultural diversity and society in general.

G. Training

Education is designed to inform and to expand upon the body of information which a person has compiled. The education of Police Personnel is directed at increasing the level of information which an officer can use to examine a situation or to resolve a problem. Knowledge of diversity allows an officer to anticipate what is in store relative to the need to have a variety of approaches, and to avoid errors in communication and behavior which would hinder the mission.

H. Cultural and Ethnic Background

One's cultural and ethnic background is important, it has an impact upon perception relative to cultural diversity.

I. Personal Prejudices and Biases

THE CHALLENGE IS TO IDENTIFY BIAS AND TO MAKE SURE THAT BIASED BEHAVIOR STAYS OUT OF THE WORKPLACE AND THAT POLICING AND POLICE SERVICES ARE NEUTRAL AND NON-BIASED.

All these play a role in developing perceptions about cultural diversity.

4.1.2 The student will examine their own perceptions towards cultural diversity relative to one's own cultural experiences by using the above list as a guide to become better informed. How does each element fit together to form a framework by which diversity is viewed?

A. A professional approach requires that Police Personnel act in a culturally neutral fashion; and that no individual or group is responded to on the basis of their race, religion, culture, gender, disability, or lifestyle in a manner which would be in conflict with the Constitution of the United States, the Constitution of the State of California, or any of the laws of the State of California or the United States.

5.0 HATE CRIMES AS THEY RELATE TO IMMIGRANT AND RACIAL GROUPS, PLUS LIFE STYLE.

5.1 The student will understand the reasons why immigrant and racial groups are targets for hate crime.

5.1.1 The student will understand the reasons why life-style has created a target for hate crime.

A. Perceived Threat

Those individuals who fear cultural change, or believe that change is bad relative to members of other races, cultures and lifestyles competing for jobs, housing, and other scarce resources tend to define cultural diversity as something negative. This type of negative perception can range from being angry but not acting upon a negative feeling to overt acts of violence. Most social scientists would suggest that hate or bias crimes are going to increase, not decrease as society goes through change. During periods of scarcity competition for scarce resourses increases, this leads to higher levels of bais. Scapegoating takes place when a member of a culture, subculture, race, religion, lifestyle, gender, or disabled individual is singled-out for negative treatment and blamed for the ills of society.

Differences are sometimes labeled as negatives, they don't have to be viewed in that manner. People feel more comfortable with the status quo, when they see cultural traits and people that are outside their frame of reference they frequently feel threatened.

Police officers sometimes are influenced by what the Federal Bureau of Investigation has termed "unreasonable fear" which might cause an officer to behave improperly. (The following information has been abstracted from the "Use

of unauthorized force by Law Enforcement Personnel, October, 1991).

"RACIAL and CULTURAL FEAR: ...one of the most difficult to deal with because of the extreme emotional factors involved, the defensive posture many officers take when discussing this subject, and the siege mentality the police are often criticized for projecting whenever this topic is broached. Those suspicious of law enforcement actions in unauthorized force incidents often unfairly and unjustifiably criticize police. Their natural reaction to this is to resist criticism in any form."

"... RACIAL FEAR is obviously an unreasonable fear, for it comes from prejudice, rumor, little or no personal contact with a particular racial group, a natural inclination to gravitate to one's own kind, and a feeling of loss of position or power."

"... Officers who suffer from this form of unreasonable fear perform an emotional high-wire act every time they go into the field. The extreme degree of paranoia resulting from this constant, overpowering fear creates a high level of stress the officers must deal with daily."

"... Several conditions can create cultural fear:

lack of exposure to the community's culture

community mannerisms that threaten the officer's value system

snobbish or resentful feelings toward the community and the way the residents interact with each other and with the officer.

frequency of crime

resident's way of life that differs strikingly from the pattern of life the officer grew up with

Often, officers victimized by this type of fear will refer to the particular culture as those people, or that jungle."

B. Hate Crimes or Bias Crimes are generated through a belief in STEREOTYPES. These stereotypes become part of the social reality of those who become perpetrators.

1. Bigots label individuals on the basis of their race, religion, gender, lifestyle or sexual orientation, and culture. They attach a series of negative behaviors to any or all of these categories, they are not interested in knowing the person that they hate or dislike...hatred becomes a way of life.

2. Unpopular minorities are frequently labeled as scapegoats and used as an explanation for the problems of others in society. Psychologists have linked scapegoating to what is called FRUSTRATION AGGRESSION THEORY. If a person cannot take action against the real cause of frustration, they channel their hostility towards a scapegoat. This is also called displacement. Society creates models of scapegoats and therefore creates the opportunity for people to vent their racism in a culturally defined fashion. Scapegoating is sometimes encouraged as a method by different groups to draw attention away from themselves to others...

C. Police Departments and other governmental Agencies will be under increasing pressure to identify whether a hate crime has taken place. The following have been identified as areas to examine by POST when investigating Hate Crimes.

(a). Observations: appearance, clothing, language, ethnicity of victim and perpetrator, non-verbal behavior. Is it possible to link the status of the victim to any evidence which would demonstrate that hate or bias was the motivation or a component of motivation or intent? Any evidence of symbolic representation of a hate group associated with the victims?

(b). Body Language: What type of body language was displayed by the perpetrator? Examples of racist body language?

(c). Community Dynamics: What type of social and cultural, and religious mix exists in the community? How do the different elements relate to one another and is there friction? If friction exists does it relate to any of the traits associated with crimes of bias? What hate groups are in the area? Does the community have a perception that a hate crime has taken place? Is the victim a member of an advocacy group? Was the victim a minority within the area of the crime? Was the victim attacked while visiting another area? Does the suspect have a history of acts of bias.

(d). Circumstances: What are the specific circumstances of the act? Were any of the protected groups impacted by the act and was membership in a protected group an expressed reason by the perpetrator for the act? Can the suspect be tied into a hate crime by membership or dress or (symbolic) behavior where hate for impacted groups is openly displayed. Linkage can come about through membership or acknowledgement of a racist attitude as expressed through prior behavior as well as the act under investigation.

(e). Neighborhood: What factors are unique to the neighborhood? Can you find specific groups linked to specific territories or aggregations? Are any of the territories linked to race or culture? What types of conflicts exist and are any linked to race, culture, or religion, disability or sexual lifestyle? Hate crimes can come from any direction; they can be directed at minorities, women, children, adults, cultural and religious centers, buildings and areas associated with specific groups. Bias and hate crimes can come from a majority or minority population. Examine the elements of a crime as they relate to protected groups and interaction within the community.

If a department fails to report a hate crime, it may find itself under investigation by outside criminal justice agencies. When a hate crime is suspected, then use the chain of command within the agency to address any questions in this matter. Hate crimes cause a tremendous amount of anguish for the victims and the larger society. Don't under estimate the amount of anxiety, fear and trauma caused by a hate crime. The legislature feels very strongly about this area of enforcement. Hate CRIMES ARE a threat to the very fragile threads which unite the diverse elements of our society. *** IMPORTANT Note: (June 1992: The United States Supreme Court stated that certain types of Hate Crimes were not going to be able to used as criminal offenses; PLEASE CHECK WITH CURRENT POLICY AND THE DISTRICT ATTORNEY'S OFFICE BEFORE CHARGING SOMEONE WITH A HATE CRIME).

6.0 COMMUNICATION SKILLS (POST)

6.1. The student will learn basic communication skills to effectively communicate with immigrant and racial groups.

6.1.1 The student will develop a knowledge of personal communication style:

Humans have a variety of forms relating to communication styles. The bottom line to effective communication is having an element of respect present in an interaction where both parties agree to listen to what is being said. In some situations, prior experience will limit the desire of people to listen, in that context officers will have to be very aware of their own communication style.

It is usually possible to get more information from a suspect or a witness, without being "threatening" or too aggressive. The secret is to know when to use a verbally aggressive confrontational style of interaction. Some experts who specialize in law enforcement communication workshops suggest that interactions are (frequently) manipulated by suspects into confrontational interactions for their own purposes. Witnesses (sometimes) manipulate interactions for their own purposes. Officers should try to create a social context where both witnesses and suspects

will feel that someone is listening to what they have to say. Control does not imply that power has to be used in an aggressive fashion.

Training in communication and knowing how to interact without escalating to a "higher or more intense level" can give an officer the opportunity to move up higher on the verbal level if required if the situation requires a more aggressive behavior. If YOU use the highest verbal level during ALL interactions, then you are being backed into a corner.

There is a decided difference between "COMMAND" and the ability to control a situation with a minimum of verbal effort. This gives additional opportunities to control the interaction through a "higher level" of verbal commands if required. Always treat a suspect or witness as you would want to be treated, i.e., with dignity and respect. If you take that away...you will not get the information you are after or the result that you want as an outcome... Show (verbally) the advantages for behaving in the way that you want the person to behave. Most people will respond, even when angry or frustrated if given a way out of a situation. You are the one controlling the situation...remember that...don't let a suspect(s) emotion, verbal abuse and verbal aggression hinder your control. Deflect the VERBAL abuse, and control the situation without becoming abusive. Most suspect(s) will go along with the program. If they don't you have tried a lesser level of control which is not as likely to trigger a violent response.

COMMUNICATION TRAINING CAN TEACH AN OFFICER TO CONTROL A VARIETY OF SITUATIONS WITHOUT BEING CONTROLLED BY THE SOCIAL SETTING. TALKING AND LISTENING IS NOT MEANINGFUL BY ITSELF, THE INFORMATION WHICH IS EXCHANGED MUST HAVE SOME VALUE. The ability to communicate is needed on a daily basis. When one adds cross cultural diversity to the area of communication, another level of complexity arises.

B. Active Listening

(1). LISTEN, DON'T ALWAYS TRY TO TALK...

IT IS DIFFICULT FOR SOME POLICE OFFICERS TO KNOW WHEN TO LISTEN...

WHAT IS YOUR SUSPECT, VICTIM, WITNESS REALLY SAYING...LET THEM SAY IT...

(2). GIVE THE IMPRESSION OF CONCERN, YOU WILL GET MORE INFORMATION IN THE LONG RUN

(3). DON'T PATRONIZE

(4). RESPOND TO WHAT THE INDIVIDUAL SAYS

(5). LEARN TO RESPOND AFFIRMATIVELY BUT NOT NECESSARILY IN AGREEMENT

(6). GIVE A PERSON AN OUT...IF THEY HAVE THEMSELVES IN A SITUATION WHERE THEY CANNOT TALK BECAUSE IT IS TOO CONFRONTATIONAL...

YOU NEED THEIR INFORMATION...

(7). DON'T BE JUDGEMENTAL...IN REGARDS TO HOW YOU TREAT A PERSON OR GROUP...

TRY TO REMAIN NEUTRAL...YOU WILL GET MORE INFORMATION...

(8). Verbal abuse : Learn to command in spite of being on the receiving end.

(9) KNOW WHEN IT'S TIME TO INCREASE THE LEVEL OF VERBAL RESPONSE, NOT TOO SOON AND NOT TOO LATE...

a. When you want to have a person do something... Give them a reason as to why you want them to do it...

b. Explain to CONTACTS why it is to their advantage...

Let them see why it is to their advantage... TO COOPERATE AND COMPLY WITH YOUR QUESTIONS, ORDERS, REQUESTS...

c. Have a pattern where you are consistant with how you treat people...
IF YOU HAVE A PATTERN OF GOING THROUGH STEPS BEFORE USING A HIGHER LEVEL OF AGGRESSION CONTROL, YOU WILL BE IN A BETTER LEGAL POSITION SHOULD YOU HAVE TO USE PHYSICAL FORCE.

d. Remember "Officer Safety" is increased by limiting and reducing confrontational situations...

e. Bottom Line: Everyone is watching what you do...

f. Have a plan which goes from a low level of absolute compliance to high level of compliance based upon officer safety...

(10). Cotati has offered emergency Spanish for its personnel, Hispanics are the largest ethnic minority in Sonoma County and Cotati. The courses have helped to increase the ability of the department's personnel to communicate.

(11). POST has suggested that a representative from a minority or ethnic community should work with the department and the Cultural Awareness Facilitator to develop training which is more specific to local needs. POST's guidelines for cultural diversity training suggest that all departments who engage in this type of training should have a Community Mentor who is a member of an impacted group and that this individual should be someone who can serve as a source of information about their culture and who relates to the police in a positive fashion.

7.0 The student will describe the following categories which have been identified by POST, that could impact agency cultural awareness training, and the potential for litigation.

A. Support of agency executive for cultural diversity training:

The Chief of Police and the Training Director have given an order that Cultural Diversity Training is to receive the highest priority for the department.

B. Political Influence of Minority Groups

California's demographic base and political base have changed and will undergo continued change, governmental institutions will have to change along with this trend. Minority groups are beginning to play more of a role in the political process, those institutions of government which are not responsive will face social and political pressure to change. The creation of cultural diversity training is an outgrowth of this change in the larger culture.

C. Percentage of police contacts where cultural diversity is a factor

It is probable that cross-cultural interaction will increase; knowledge of the elements of culture and communication, along with specific training will improve the probability of more effective communication and hopefully more effective service. In the United States thirty two million people speak a language other than English at home, and more than 40% of these people assessed their own grasp of English as not adequate.

D. Minority Employee associations and their ability to influence agency policy

Some police departments have not always been sensitive to the minority members of their organization, this has sometimes led to a situation where formal sanctions have been applied through the courts. A number of these cases have been generated by minority employee associations, where

the courts held that discrimination and prejudice were present and that such behavior limited or stopped people from fair competition in their career paths, or even blocked entrance to the field of law enforcement. Everyone is entitled to a fair and level playing field, there is no room in law enforcement for biased, illegal discriminatory behavior. Minority employee associations grew out of a pattern of discrimination; when discrimination lessens in the workplace they will not be needed to address the same tasks or issues.

E. Agency history in dealing with immigrant and racial groups

One of the techniques used by investigators of civil rights complaints relative to law enforcement is an examination as to how minorities are treated relative to non-minorities. The agency must be able to document that all contacts, and complaints are handled in a uniform fashion, regardless of the ethnicity, race, sexual preference, disability, or gender of the person who is contacted.

F. Level of resistance to cultural awareness training likely to be encountered within the agency at various levels of the organization

It is not uncommon for personnel within agencies to resist cross cultural training. However, the training can add to the store of knowledge which the agency's personnel can use to deal with cross culturally sensitive situations.

G. Discourtesy Complaints based upon diversity

One of the techniques used by investigators of civil rights complaints relative to law enforcement is an examination as to how minorities are treated compared to non-minorities. If an investigating agency notes that an unusually large proportion of complaints are from minority members or members of identified groups who are protected, then they will look very closely at the patterns of behavior within an agency and at individual officers and their conduct. The behavior of officers and the department will be judged against the norms of protected groups, as well as the norms of the department.

H. Lawsuits based upon diversity

(1). Law enforcement personnel are not excluded from bias crimes, and stricter standards are applicable because of the color of authority...

(2). In addition, if an agency has a record of never hiring, never interviewing or never giving serious

consideration to a member of a minority group or impacted group or does not have records showing consistancy in the application, interview, testing and hiring process... then vulnerability to litigation is probably greater...

I. Minority Recruitment

It is an appropriate goal to ensure that recruitment does not exclude qualified members of minority or cultural groups, and that attempts are made to encourage minority and culturally diverse individuals to enter law enforcement as a career. This has been affirmed by both POST and the United States Department of Justice. The City has a non-discrimination policy in regards to hiring, plus the department has sent representatives to regional law enforcement recruitment fairs to increase the range of potential applicants.

J. E.E.O. Complaints

Equal Employment and Opportunity Complaints

One of the techniques used by investigators of civil rights complaints relative to law enforcement is an examination as to how minorities and others are treated relative to anti-discrimination statues... if complaints are on file investigators look for patterns of discrimination by the agency or individual officers. The norms of discrimination are based in large part upon the norms of what constitutes harassment or discrimination from the perspective of a member of a protected group. It is important to ensure that the workplace is free of behavior which might be viewed as biased.

Uniform standards for hiring (including advertising, screening, testing, and the items used for final selection) must be applied to all qualified candidates. Items of discipline, and promotion are also subject to uniformity of standards. (The only exceptions are when under mandated court orders or agreements based upon court decisions with specified actions being necessary on the part of government).

K. Officer Safety

Training in cultural diversity and sensitivity is designed to improve the amount of knowledge which an officer has ...being in command of more knowledge should create the opportunity for allowing an officer a better chance of being in control of a situation. If you know about something then it is less likely to place you in an unsafe position either on the Street or in a Civil or other Legal context.

8. SOCIAL STRATIFICATION (SOME BACKGROUND)

A. Social Class is the major factor (outside of race, ethnicity, gender, chronological age, religion, disability, and sexual preference), which influences a variety of individual and group behavior. Many sociologists believe that social class is the key or primary determining factor in American society. Social stratification is a subject which makes many people uneasy. One of the reasons resides with the fact that our culture does not teach the reality of social stratification to all segments of society.

In addition, most live within their own social classes and have relatively little contact with other classes in a face to face setting. Preparation for life takes place within one's social class; it does not prepare one for real mobility or a life outside a particular class. A variety of items, including life expectancy, marriage rates, divorce rates, age at marriage, patterns of language, clothing styles, recreational interests, food choices, values, attitudes, mores, folkways, educational levels, career options, rates of criminality, and a host of other items linked to learned behavior are tied to social class.

This view of class determined behavior comes up against the popular conception of free will and individual choice; or the idea that everyone starts off equally. This idea of egalitarianism belongs in the realm of folklore or myth. There is no comparison today, i.e., for real life opportunities between someone starting off as a child of one of the Forbes Four Hundred (wealthiest 400 in the United States) and someone starting off in a middle or working class community. Very few would argue that being in poverty gives one an equal start. Ironically, the myth has been prevalent that the poor have always done something to deserve being poor... older rationales used to suggest that the poor were cursed by the gods, or god and deserved their fate.

A strong element of this theme is very much a part of present ethos. When unskilled workers were displaced and found themselves unable to escape poverty, skilled workers and the middle class blamed it on the poor. When the skilled laborers were also displaced, many in the the middle class blamed it on the "greedy" skilled workers who must have asked for too much in salaries. Now in 1992, large numbers of middle class managers have been displaced along with the workers of past displacements. Suddenly, the middle class has come up with a small degree of empathy towards unemployment. It is likely that those above the poor will be lured by scapegoating, rather than looking at the real distribution of resources in American society.

Historically, the United States has always had a very small power elite, a small middle class and a large working class with a fair number of poor people. The increased size of the middle class in terms of large numbers was a product of the second World War and the period up to the nineteen

eighties. The booming economy of war, the G.I. bill and its creation of an educated workforce of professionals and others stimulated the growth of the larger economy in the 1950's through the 1970's. Credit, and its ease of access allowed many to obtain homes, cars, higher educations, and a lifestyle which they would never have been able to secure if they had to use their present in-hand resources.

Positive evidence of mobility was everywhere, it fueled the idea that individualism was responsible for social class mobility. Large numbers of people in our society changed their former class positions. This was reality, not a myth. However, not all shared equally in the upward change particularly those in the 1970's and later who had been part of the unskilled labor pool and later those skilled workers whose industries or jobs were rendered obsolete or whose employers were driven out of business, or those industries who had trimmed and cut companies, or workers.

Most of those who are alive in the United States today are not aware that the country was largely rural and poor in the period before the second World War. The Social Darwinian perspective has always been popular in the country since the 1890's, it suggests that the strong survive and the weak need to be culled out to secure a better country. Those who are poor or unemployed are labeled as inferior by many who have social class positions even slightly above these unfortunates. This antagonism towards the lower classes is so deep rooted that many won't even identify their own social class with any degree of accuracy. The rich and the poor know who they are; most of the rest don't want to face reality... they live on credit and have a lifestyle which can vanish with the loss of income. Even the definition of what constitutes official income levels for poverty are very low; an urban family of four with an income of $13,000 was not officially classified as being in poverty by the United States government in 1991.

INCOME is the term which describes the total amount of money received from wages, salaries, and earnings from investments. WEALTH is the term which describes the total amount of money and valuable goods which any person or family controls.

Social stratification is evident when one confronts the reality of the following:

1. Social inequality involves tremendous disparity in income and wealth and its distribution in the population as a whole.

2. The upper class consists of approximately 2-3% of all Americans. ($100,000 plus per year plus very distinct levels of wealth, education, recreation and power).

(data for items 2-10, and 12 are taken from Macionis, 3rd edition, Sociology; Prentice Hall).

3. The middle class includes about 40% of all Americans. ($25,000 to 100,000 per year)

4. The working class includes about 33% of all Americans. ($12,000 to 25,000 per year)

5. The lower class includes approximately 20% of all Americans. (Blacks, Hispanics, Native Peoples, and women are over-represented, plus roughly 40% of the poor are under 18 years of age). (Most poor Americans are White). (poor =’s less than $13,000 per year).

6. The richest 20% of American families own more than (75%) of all of the wealth.

7. The top 20% of American families also take in more than 44% of all of the income.

8. The bottom 20% of American families take in 4.6% of the income.

9. By the end of the 1980’s the gap between the rich and the poor was greater than at any since the end of WWII.

10. The richest (.5% or one half of one percent) of American families control approximately 33% of the wealth.

11. The new 1990 census suggests that more people are living in poverty than in 1980. (new data suggests that more than 42% of all American households are living on incomes of less than $25,000 per year).

12. The working class and the poor account for 53% of the total population. (This figure will vary from the 1990 census data because it counts total numbers of people).

13. (1990 U.S. Census)

EDUCATION /LAST DEGREE EARNED:
(DOES NOT INCLUDE NON-DEGREE HOLDERS OF UNITS FOR COLLEGE, AND EXCLUDES A.A., A.S. HOLDERS)

24.8% of the population of our country does not have a high school degree.

13.1% of the population of our country have a Bachelor’s degree.

7.2% of the population of our country have a graduate degree.

14. More than 40% of our total population is paying more than 30% of their income towards housing. (federal guidelines suggest that more than 30% is beyond affordable housing guidelines) 1990 U.S. Census

15. Distribution of income plus percent of White income (Median) Per Capita Income: U.S. Census 1990

California:		%
White:	$19,028	
American Indian, Eskimo, Aleut:	$11,578	61
Black:	$11,809	62
Asian,Pac.Isl.:	$13,733	72
Hisp.:	$8,504	45

(median ='s midpoint of distribution)

16. There were 14.4 million workers in the U.S. who earned less than the amount required to keep a family of four out of poverty,i.e., less than $12,195 per year in 1990. (U.S. census)

17. Data for California: 1990 U.S. Census

Unemployment Rate:

White	5.5%
Asian	5.6%
Hispanic	10.4%
Black	11.9%
other	11.4

Poverty Level:

White	9.1%
Asian	14.3%
Hispanic	21.6%
Black	21.1%
other	23.8%

Average Household Income:

White	$49,103
Asian	$47,974
Hispanic	$34,298
Black	$32,958
other	$31,964

18. Enrolled Below grade level or dropped out of school for 10th to 12th graders in 1990. (special 1990 census U.S.A.)

Hispanic:	48.9
Black:	48.1
White:	32

The information contained in this last section is not a detailed analysis of the reasons for social stratification, but is does give some raw data. If one coupled historically deep rooted patterns of ethnic, racial, and gender discrimination to the economic realities of the present and coming decade; it would not be surprising to see a greater potential for human conflict. This will imply that police and the criminal justice system will be challenged in some very unique ways to deliver services which meet the needs of the larger society and local communities in a fashion which are accepted and supported by the diverse segments of our society. Social stratification is not absent from our society, and it has impacted negatively upon some groups more than others... particularly those who were distinct in culture, race, language and religion from the dominant culture and were stopped or barred from full participation through the force of the more powerful culture and in some instances in the historical past the institutions of government. It is the institution of government which seeks to address some of these areas by mandating that training of this type is undertaken.

CULTURAL AWARENESS TRAINING

STUDY GUIDE to Accompany the Manual

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Cultural Awareness Manual
Dr. Peter Kassebaum
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This workbook is designed to be used in conjunction with the manual on Cultural Diversity which accompanies this set of exercises.

(Read the selection in the text portion of the cultural awareness manual; then fill-out the exercises in this workbook. Check your answers with the responses in the manual, correct any errors).

1. California has experienced a wave of

D_____ change over the decade of the eighties.

2. POST has identified Five important principles for training in this area, these are:

a. Valuing Diversity and treating all persons with

R_____.

b. Managing diversity in the law enforcement workplace

is given high P_____.

c. A cultural awareness F_____ needs to be identified for the agency.

d. Each law enforcement agency needs to P_____ or inventory the demographics of its jurisdiction.

e. A community training M_____ supplies additonal information relative to a specific ethnic community.

2. The FBI has identified three essential skills for law enforcement personnel:

a. Human R_____ skills.

b. Cultural D_____/Cross C_____
awareness skills.

c. Discrimination/ B_____ sensitivity.

3. How many cultures have anthropologists and

historians identified _____?

4. M_____culture consists of_____

_____

_____

5. N____ M_____ culture consists of _____

_____

_____

6. Cultural Validity is the anthropological belief that all cultures are:

_____

7. Cultural A_____, the ability to become aware of diversity and that behavior varies from culture to culture.

8. Cultural L_____, the degree of knowledge which a person has about a specific culture or cultures.

9. Cultural D_____ is the degree of

V_____ which exists between and within cultures.

10. Ethnocentricity is: _____

_____

11. An E_____ group is a collection or group of people who share a common set of cultural traditions, values and beliefs.

12. R_____ is a belief in racial superiority, leading to discrimination.

13. G_____ is the intentional destruction of a culture.

14. Organizations have an Organizational subculture, what does this consist of for police:

---

15. Give at least two examples of Federal, or State Laws which have been identified as relating to cultural awareness training, civil rights, or Hate Crimes.

a._____

b._____

16. What is the Ralph Act:

---

17. What is the Banes Act:

---

18. What is your agency's Policy Statement, regarding Cultural Awareness:

---

19. What section(s) of the Law Enforcement Code of Ethics pertains to Cultural Awareness, where prejudice and personal feelings are noted as being inappropriate for the delivery of professional policing.

---

20. The Police Code of Conduct notes under the heading of "Performance of the duties of a Police Officer" standards which relate directly to cultural awareness training these are:

---

21. Explain why the term "melting pot" has not been an accurate portrayal of cultural and racial interaction (historically) for all groups within American Society.

Intercultural Dynamics:

22. The C_____ perspective suggests that all individual and group interaction revolves around power.

23. The structural F_____ perspective suggests that a mutually agreed upon set of behaviors, and values and beliefs guides society.

24. The I_____ perspective notes the importance of the social setting and the social dynamic.

25. S_____ consist of individuals who share a common set of values and traditions, and who identify as members of a group.

26. P_____ groups are small and intimate, where members have a common bond and a long lasting feeling of "we" ...

27. S_____ groups are small and situational or task centered, the dominant feeling underneath the surface of "we" is in reality "I" ...

28. Give an example of a category: _____

29. An A_____ is a group defined by a geographical boundary of some type.

30. N_____ are standards of behaviors which are recognized as being appropriate by members of a group. They can be divided into Folkways and

M_____.

31. The formal C_____ of N_____ serves as the basis for our system of law.

32. When the C_____ is formalized it is termed Enacted Law.

33. Why is normative conflict a greater probability in our culture at this point in time... use the information from the text to explain:

---

34. S_____ is the process whereby people learn how to interact with one another, it generally prepares people to live within a specific social class, and culture:

---

35. E_____ is the term which describes the world view which is transmitted through socialization.

36. Define a Minority Group using information from the text:

---

37. What is a logical fallacy and how does it explain Prejudical and Biased behavior:

_____

_____

_____

_____

38. We shall define P_____ as an emotional, rigid attitude... toward a group of people. It involves not only prejudgement, but ... misjudgement as well.

39. The term for the biological sex of an individual is

G_____.

40. G_____ labeling has limited opportunities for women.

41. Sexual H_____ cases are becoming more common within organizations.

42. Describe the agency's policy regarding sexual harassment:

_____

_____

_____

43. Generally, when one encounters differences in cultural customs including: art, music, religion, dress, clothing, food, ceremonies and rituals, family and kinship, marriage types, language, and slang... the appropriate response by law enforcement personnel is to

not make N_____ comments.

44. P_____ is the term which describes multiple marriage partners.

45. P_____ describes a man with two or more wives.

46. P_____ describes a woman with two or more husbands.

47. M_____ is a form of marriage with one man and one woman.

48. N_____local describes a pattern of residence after

marriage where the bride and the groom can chose wherever they want to live.

49. B_____ local describes the pattern where the couple rotates between both households or locations of their parents.

50. P_____ local describes when the new couple lives with the parents of the groom.

51. M_____ lives with the family of the bride.

52. B_____ is when descent is traced through both the male and female.

53. M_____ is when descent is traced through the female.

54. P_____ is when descent is traced through the male.

55. E_____ is when power is shared by both partners equally.

56. M_____ is when power is vested in the female.

57. P_____ is when power is vested in the male.

58. Nuclear family:

_____

_____

59. Extended family:_____

_____

60. What problems might arise by failing to note that diversity also exists within families within subcultures?

_____

_____

_____

How could community education help reduce problems

with possible penal code violations for some subcultural groups; use the following and explain:

61. child or spousal battery or abuse:

---

62. age at marriage and/or unlawful sexual intercourse:

---

63. enrollment in school while legally required:

---

64. What is the definition of a Value:

---

65. What is the definition of a TRIGGER WORD:

Identify negative examples of stereotypic slang then give the appropriate descriptor:

66.Race:_____

appropriate:_____

67.Religion:_____

appropriate:_____

68.Gender:_____

appropriate:_____

69.Disability:_____

appropriate:_____

70.Sexual Orientation:_____

appropriate:_____

71.Ethnicity:_____

appropriate:_____

72. What have the courts stated about the use of such terms "off-duty" relative to a possible climate of pre-existing bias by an officer.

_____

_____

73. What is the appropriate behavior regarding a non-cultural group member using slang while on duty, and how can this be viewed as a trigger word or trigger mechanism.

_____

_____

_____

74. What is the expressed opinion or belief of anthropologists regarding the validity of dialectal forms of a language:

_____

_____

_____

75. What factors can influence attitudes towards law enforcement by members of subcultures:

a. Prior _____

b. Degree_____

c. Assimilation_____

_____

d. Sensitivity_____

e. Every N_____ interaction within a subculture is magnified, it is important to develop positive

cultural linkage within your own community with the diverse groups that make up your community.

f. D_____ in a police department should be valued according to the guidelines from POST.

g. Examples of diversity are:

G_____, Race, Ethnicity.

76. Define:

a. First Generation:_____

b. Second Generation:_____

c. Third Generation:_____

77. What does the literature of sociology and anthropology suggest about the possible degrees of difference regarding cultural assimilation relative to generations:

_____

_____

_____

78. List some of the more current definitions of what constitutes a refugee:

a._____

b._____

c._____

d._____

79. Undocumented is a term applied to:

_____

80. Documented is a term applied to:

_____

81. Why are undocumented and documented individuals

subject to being victimized in this country by criminals?

_____

_____

_____

82. E_____ is the process of learning about a culture.

83. List two ways that culture is transmitted:

a. D_____ transmission.

b. I_____ transmission.

84. A_____ is the term which describes the process of learning a new culture.

85. A_____ is a term which describes the process of blending into a new culture.

86. What has been the historical attitude towards those who did not want to assimilate into the dominant northern European culture within America.

_____

_____

_____

87. Cultures can be thought of as a S_____, whereby patterns of behavior are linked together with a common set of traditions and expectations.

88. Organizations including police agencies display a

C_____.

89. Change can be brought about by a combination of either/or the following:

External agents of C_____

Internal agents of C_____

90. A Passive R_____ towards change involves no resistance.

91. An A_____ role towards change involves overt activity.

92. B_____ change is a common response when systems are confronted with new ways or new information.

93. What are the more common responses to change in most cultures:

---

94. Define Accomodation:_____

---

95. What are the differences between an active change agent and a reactive change agent:

---

96. What is the role of education and training relative to appreciating and respecting cultural diversity:

---

97. Identify the following immigrant, racial, and ethnic groups identified by POST.

a. A_____F_____, Pacific Islanders

b. B_____ A_____American

c. H_____ L_____ Chicano

d. A_____ W_____

e. Middle E_____

f. Eastern E_____

g. C_____

98. Don't make the mistake of assuming that all the people from a region or cultural area share:

I_____ beliefs,

V_____,

T_____,

or L_____.

99. Race is a term which describes those who share a common G_____ P_____.

100. A G_____ is a basic unit of human heredity, humans have over 100,000 of them.

101. Physical anthropologists believe that all racial groups are equal in regards to:

I_____ability, and that all belong to the same species.

102. California's population will continue to change through the decade of the nineties and into the next century. Describe the changes:

_____

_____

_____

_____

103. Ethnic and racial surveys are very problematic, why would ethnic and racial classification be more difficult than it would initially appear:

_____

_____

_____

_____

104. The California department of Finance has noted the

following distribution by race and Hispanic Origin 1990:

White % of total_____

Black % of total_____

Asian, Pacific Islander % of total_____

Nat. Amer., Eskimo, Aleut, other % of total_____

Hispanic % of total_____

1990 population of California was counted at 29,760,021 by the Department of Finance.

105. List some of the ethnic groups found in California which have been identified by the Associated Press in the 1990 census. (only those who have a population over 100,000 in the state).

C_____ 704,850

F_____ 731,685

J_____ 312,989

I_____ 159,973

K_____ 259,941

V___ N_____ 280,223

106. Describe some of the places that you can find information about the make up of your community, and state. What types of experts might be able to assist:

_____

_____

_____

_____

_____

_____

_____

107. Describe the pattern of ethnic and racial diversity which exists in your local jurisdiction, use

the information which you have been provided as a basis for this concise summary:

Name of jurisdiction:_____
Population within each grouping:

Male_____ Female_____ White_____

Black_____ Nat.Amer._____ Asian_____

Pac Islanders_____ Hispanic_____

108. Other Cultural Groups Represented:

---

109. Are there any ethnic communities or neighborhoods?

---

110. What additional information about your community regarding cultural diversity would you include:

---

111. What is the ethnic, racial, and gender composition of your department (use materials from workbook):

---

112. Factors that contribute to cultural bias and prejudice.

Past Experience:_____

Level Maturity:_____

Mental Condition:_____

Emotional Involvement:_____

Physical Condition:_____

Environmental Condition:_____

Training:_____

Cultural and Ethnic Background:_____

---

113. Describe the "professional approach" or culturally neutral approach:

---

114. Hate Crimes are probably going to increase; why:

---

115. What is meant by the phrase: "Racial and Cultural

Fears"

---

116. How can "racial and cultural fear" influence the perceptions of some Police Personnel:

---

117. What is meant by the term Scapegoating:

---

118. Hate crimes have certain characteristics:

These are:_____

---

119. Hate crimes can come from any direction; what is meant by this statement:

---

120. The bottom line in most situations which require

communication is having an element of

R_____ present where both parties agree to listen to what is being said.

121. If someone uses the highest level of verbal commands in every interaction; they are probably being

B_____ into a corner.

122. Always treat a S_____ with dignity.

123. Most people will R_____, even when angry or frustrated if given a way out of a situation.

124. Don't let the situation C_____ you; learn to control the situation.

125. Identify at least six elements of active listening as outlined in the text:

---

126. Have a plan based upon "officer safety" which can show that you have a pattern going from a low level of command and confrontation to a series of steps; rather than always starting at the highest level regardless of the situation. This is important because of:

Officer Safety:_____

Bottom Line: Everyone is W_____.

127. POST has created the role of Cultural Awareness Facilitator; what is the role:

---

128. Police agencies in California have been subjected to cultural pressures; this is a normal part

of every cultural system. Please comment on the following components of your training relative to the information in the manual.

Position of the Agency director towards Diversity and Awareness Training:

---

129. Political Influence of Minority and Ethnic Groups:

---

130. Percentage of Cross Cultural Police Contacts in the future:

---

131. Role of M_____ police associations; reasons why they came into being:

---

132. Agency H_____ in dealing with immigrant and racial groups:

---

133. Minority Recruitment is an appropriate goal expressed by POST and the United States Department of Justice:

---

134. Equal Employment Opportunity Complaints:

_____

_____

135. Officer Safety: three areas of officer safety which might be impacted by a lack of cultural awareness.

C_____

Cr_____

S_____

136. Many social scientists believe that social

s_____ is the key determining factor in our society.

137. The myth of poverty that is prevalent is that the

"poor have always done S_____ to deserve being poor"...

138. What is the official dollar amount per year for establishing official poverty for the federal government for a family of four.

$_____

139. I_____ is the term which describes the total amount of money received from wages, salaries, and investments.

140. W_____ is the term which describes the total amount of money and valuable goods which any person or family controls.

141. The upper class consists of approximately _____% of all Americans.

142. The middle class consists of about _____% of all Americans.

143. The working class consists of about _____% of all Americans.

144. The lower class consists of about _____% of all Americans.

145. The richest 20% of American families own more than _____% of all of the wealth; they also take in more than 44% of all the income per year.

146. The bottom 20% of American families take in 4.____% of all the income per year.

147. The 1990 census suggests that more than 42 percent of all Americans are living in households which have incomes of less than _____ per year.

148. In the 1990 census more than _____% of our total population is paying more than 30% of their income towards housing. (This is beyond what the federal government terms as reasonable costs for housing).

149. Data from the 1990 census suggests that non-white median income in California is much less than White income; please list the figures for:

American Indian $_____

Black $ _____

Asian, Pac. Isl.$_____

Hispanic $_____

150. The 1990 census disclosed that _____ million workers in the United States earned less than $12,195 per year, which was not enough to keep a family of four out of poverty.

151. Data from the 1990 census (California) illustrates that the unemployment rates for non-whites (excluding Asians) is approximately _____ the rate that Whites exhibit.

152. The poverty rate (California) for the following groups illustrates social stratification having some relationship to race and ethnicity.

White 9.1%

Asian ____ other_____

Hispanic ____

Black ____

153. Nationally the drop out and enrollment below grade level rate for 10th to 12th graders in a special census demonstrated that the nation has serious problems with education. The following pattern was observed:

Hispanic_____%

Black_____%

White_____%

154. The 1990 census illustrated that in California, average White household income was $49,103 this compares to:

Asian $_____ Hispanic $_____

Black $_____ other $_____

FACT: The richest one half of one percent of American families control approximately 33 percent of all the wealth in America.

END OF WORKBOOK EXERCISES